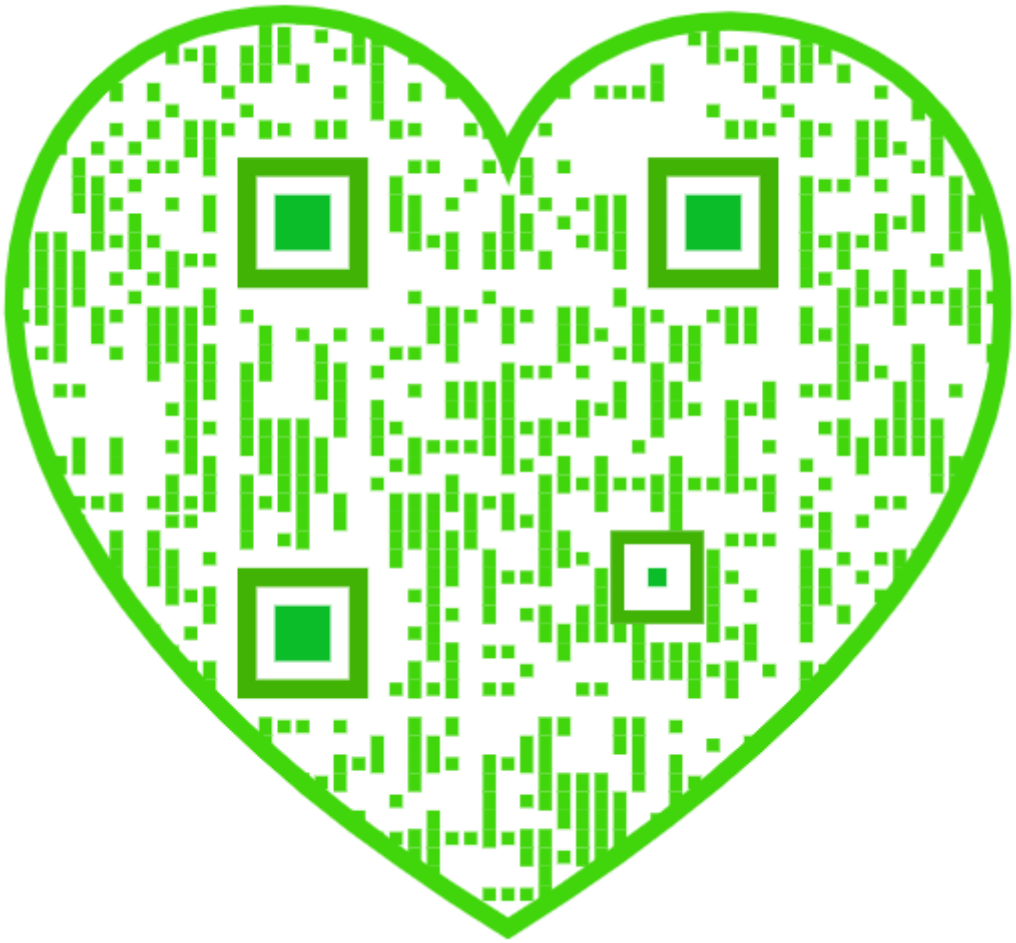

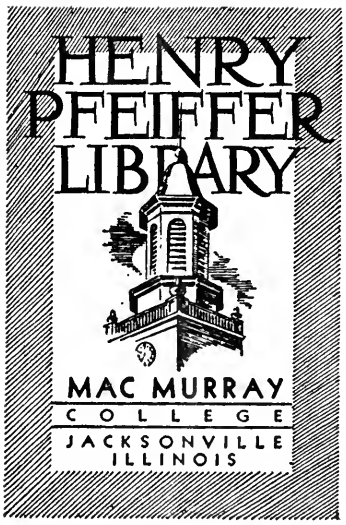

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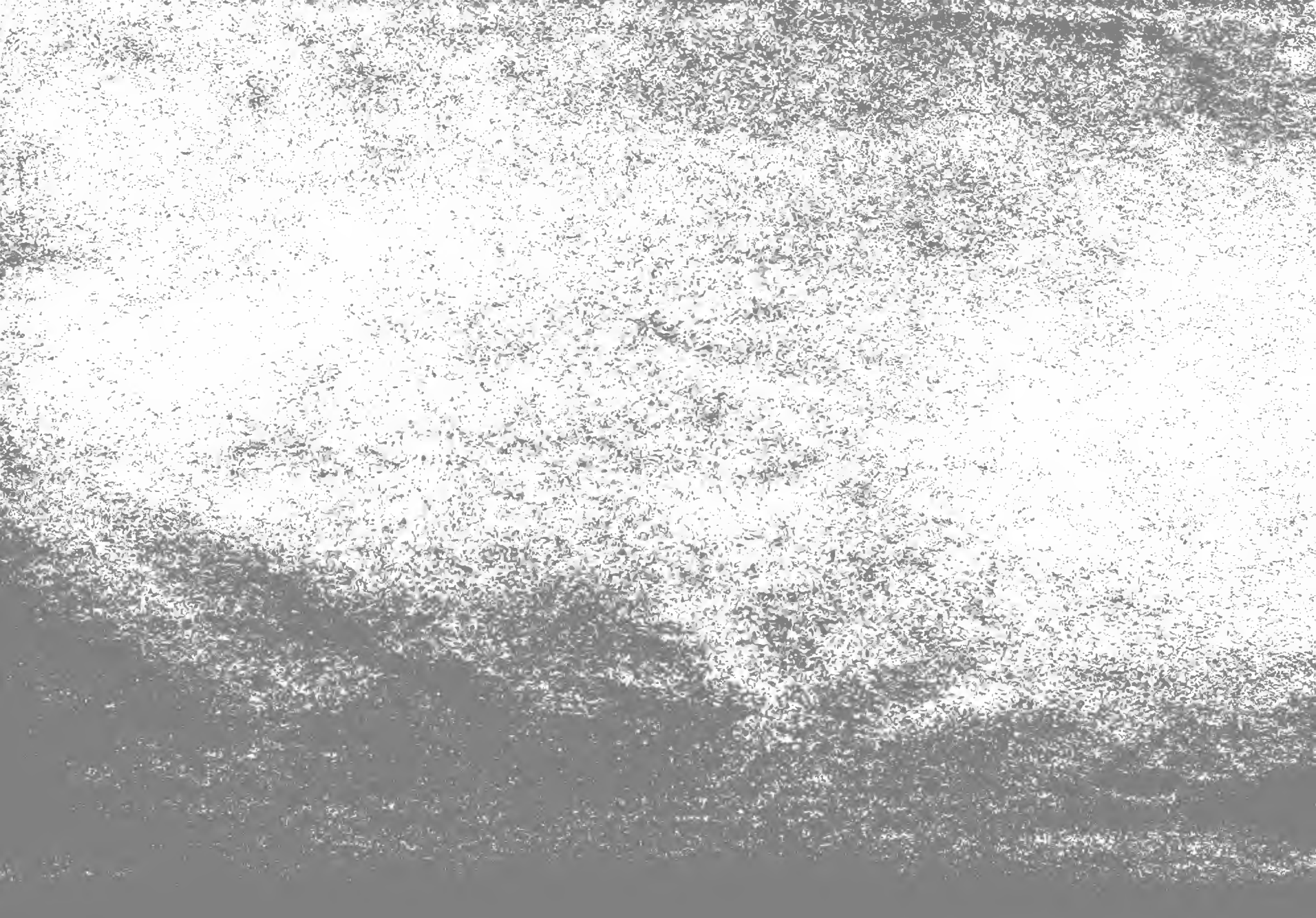

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How Can I Make People Like Me?

NOT THE CLOTHING WORN, not the house lived in, not the position held makes people like you; rather what you yourself are, the amount of life there is in you, the spirit you carry, your inner attitude toward others.

A zero or near zero person does not excite you overmuch. You do not like or dislike, you just make an effort not to ignore.

Father—your father—may be as faithful as any machine, as regular as any clock, may keep more than ten commandments, may be a one hundred percent meal ticket, but—suppose he cannot tell any bed-time stories, cannot sing, cannot act, cannot even make a willow whistle, comes home every night too tired to smile, too tired even to talk much, too dull even to be a live listener, if he has no "language of play," of human relationship through which to share himself with his family, of what use is he to his child? Food, clothing, shelter the child takes for granted—that of course, but what more—what extra?

What is above the basement of life,—the life activities, the recreation activities—gives meaning even to the foundation. Recreation helps to make and keep you a person and makes it easier for you to reveal what you really are.

Just being "a person" is of course not enough. The kind of person you are is important. Many vital, dynamic people push and crowd and shove and are plain disagreeable. They just are "poison." Recreation does aid in keeping poisons from accumulating inside, in keeping lives ventilated and flowing. The face lights up more easily, it is easier to remember that there are other people, if you have some recreation, if you have the spirit of play inside. Even individual play is not really solitary. You like to see other people's faces light up, too.

How can you make people like you? First, be careful in choosing your grandparents. Even if they lived the hard life of pioneers make sure that they attended the barn raisings and the huskings and sang in their homes on Sunday night. Then choose your father with care and even more your mother. If you can find a mother who was herself a play leader, a kindergartner, a Camp Fire girl, a Girl Scout, so much the better. You want a mother who makes the home a real center with music and games and the sharing of all good living. Then be careful in choosing a place to be born. As you look about, make sure the neighborhood has a playground, a recreation center near, where you can always go when you are free and be sure of finding other children who want to play, where you can have a marvelous time, with a good, happy play leader in charge. Then later you will never have memories of being lonely as a child, of being bored, left out, of being bullied by older boys, or learning to bully others yourself. As you look for a birthplace, be sure there is a church where there is opportunity for members and their families to play together as well as worship together.

You tell me that your grandparents, and parents, and neighborhood and church are all settled. You are really grown up now. You have no memories of happy childhood recreation in the home and in the neighborhood center. Well, that is just too bad. Where do you come in?

Why not pretend that you did have all that you would wish for your children? Why not live as if you had been brought up in the play tradition—to live a little time each day or at least each week—if you cannot live all the time? Why not live as play-trained children do as if work were not the end of all life,—live with your children, your neighborhood, your generation? Why not help to unite all men of good intent in making at least a part of the world happier, hoping that a happier world for all will be at least a little better world?

We cannot always know morally what is better and what is worse. Usually it is easier to tell what are the human activities that bring enduring joy.

How can you make people like you?

Even a dog is puzzled when he finds a man without the spirit of play, a man who makes no response when a stick is temptingly dropped at his feet. If you want dogs and men to like you, keep the play spirit, keep the world around you one that has the play spirit.

HOWARD BRAUCHER.

MacMurray College Library
Jacksonville, Illinois

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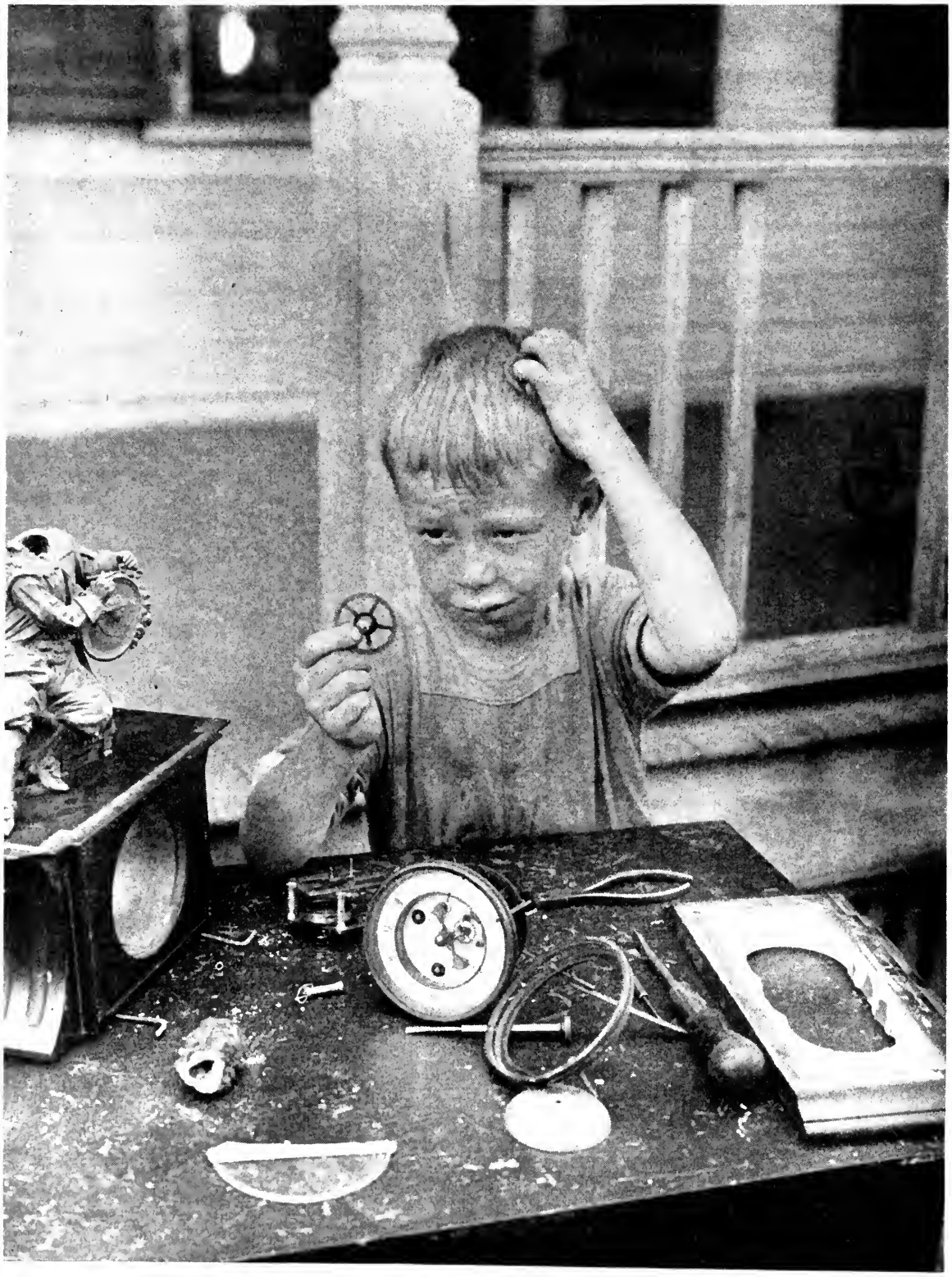
April



Go to Your Nearest Playground!

WHAT activities are you planning for your summer playground? Are you thinking about ways of making the program a little different? Of adding the spice of variety? True, there is little that's new under the sun, but sometimes there are new ways of doing old things! Here are a few suggestions from last year's experiences.

Salt Lake City RECREATION Dept.
Announces the opening of
12 SUPERVISED PLAY GROUNDS
MONDAY JUNE 15
SWIMMING · DANCING · MUSIC · DRAMATICS · HAND CRAFT
CLUBS · ART · ATHLETICS · KINDERGARTEN
SPECIAL WOODWORK CLASSES FOR BOYS
Send Your Children to the Nearest Play Ground

Such sign boards as this will soon be dotting the highways of America, and many thousands of children will eagerly accept the invitation which communities everywhere will extend to "come to the playground."

The Lure of the Fireplace. Last summer the children of East Orange, New Jersey, playgrounds maintained by the Board of Recreation Commissioners enjoyed a number of programs centering about the fireplaces on three of the playgrounds. Groups hiked for picnic meals from the three playgrounds without fireplaces to those which were the proud possessors of these outdoor cooking places, and everything from hot dogs to fudge was cooked by the youthful campers. So much interest was aroused at two playgrounds that at the end of daylight saving and the closing of playgrounds at six o'clock, Saturday morning fireplace breakfasts were substituted for the fireplace suppers during the remainder of the playground season.

A Family Heirloom Exhibit. Another new project last year was the family heirloom exhibit held on each of the six playgrounds in East Orange. Beginning as a children's exhibit of family heirlooms and keepsakes, interest spread to the grownups with the result that almost as many articles were entered by them as by children. Adults made up half of the large crowds attending the exhibit at each playground. There were no awards or competitive grouping of articles; they were merely on display with little placards giving some interesting bit of history concerning them. Many of the exhibitors stayed by their exhibits and related their history to those viewing them. This gave an informal and personal touch to the occasion and made it more interesting.

There's a Use for Everything! Recreation departments have become most resourceful in ferreting out material for use in their handcraft program. Raymond T. Forsberg, Superintendent of Recreation in Salt Lake City, Utah, states that the Emergency Service which is working closely with his municipal recreation department has discovered some ingenious ways of providing materials and devising projects.

To secure cigar boxes which play so important a part in the handcraft program, newspaper boys were enlisted through a contest in the gathering of the boxes. The boys collected approximately 8,000 boxes in a period of a little over a month. Merchants saved the boxes for the boys who were identified participants in the contest.

Film cans are generally disposed of by film exchanges as being worthless, but these empty tins can be used in numerous ways in a handcraft program. Sewing baskets, book ends, hot plate holders, banjos, tambourines, lamp shades and tin can articles of all types can be fashioned from these cans.

Bowling pins that have reached stages beyond practical use constitute desirable lathe material. The Salt Lake City recreation department has supplied each play center with croquet sets made chiefly from old ten pins. Table lamps, ash trays and games may also be constructed from these maple pins.

Street car advertising cards offer one good side for poster work and other cardboard projects. A use may be found for window display cards which may be obtained with the expenditure of little effort.

A Story-Telling Festival. Story-telling was one of the most popular activities on the playgrounds of Danville, Illinois, last summer, and interest in the program culminated in a story-telling carnival. The children taking part in the carnival followed a fiddler who led them to bands of wandering story-tellers, folk dancers and musicians. The story-tellers, in costumes of the various countries they represented, entertained the children with tales of fairy and folk lore and with thrilling stories of knights and adventure. The folk dancers danced on the green to the songs of the singing fiddler.

Mothers and Dads Clubs. The Playground and Recreation Association of Alton, Illinois, has organized a number of dads clubs and mothers clubs which are helping to develop the playgrounds in their neighborhoods.

It all started when a club was organized for the single purpose of helping to promote a playground in a section of the city where it was badly needed. This pioneer dads club, known as the Kiwanis Water Tower Dads Club, did such an excellent piece of work in acquiring a lease for a playground and shelter house, installing flood lights and other equipment at their playground that other groups were inspired to organize for the benefit of their neighborhoods. There are now seven dads clubs and four mothers clubs all doing everything they can to improve facilities and programs.

During the past year the Kiwanis Water Tower Dads Club raised $1,339 which they spent on acquiring additional property, improving flood lights, sponsoring a baseball team and improving the shelter house. Hellrung Playground Dads Club raised $725 all of which was spent on improving the playground. They recently purchased thirteen flood lights, paid a coal and janitor bill and a number of other bills. The Mothers Club of Hellrung Playground raised $426 which they spent on flood lights, a loud speaker system, drapes for the building, dishes and other supplies.

All of these clubs help keep interest alive in their respective playgrounds, and there is a natural rivalry between the clubs as each seeks to outdo the others in making its playground the most attractive and popular in the city.

"Come and See" Days. More communities than ever before last summer initiated "Come and See" Days. On some of these days parents received special invitations to come to the playgrounds and such events were scheduled as father and son baseball games and mother-daughter volley ball games. In some instances an invitation was extended to citizens in general to visit the play areas, and automobile tours were arranged which would give the visitors an opportunity to see just what the city had to offer in facilities and programs.

Community Nights. The Bloomfield, New Jersey, Recreation Commission in a bulletin to workers suggests that one evening each month be devoted to a community night presenting a program designed to show the parents what children have been doing on the playground and to secure their interest in the activities. A typical community night, the bulletin suggests, should include the best of the activities conducted during the week and activities which parents and children can enjoy together. Among such activities are the following:

Boys' baseball game
Girls' volley ball game

When days are hot, or when it rains, quiet games will have a special appeal for the children

Father and son baseball game
Father and son horseshoe game
Mother and daughter volley ball game
Kazoo band
Kitchen band
Community singing
Toy orchestra
Folk dancing
Games, contests, stunts and relays for adults and children
Stunt night
Pet and hobby show
Lantern parade
Mother and daughter night
Pageant
Handicraft exhibits
Dramatics
Father and son night
Floral parade
Flower show
Sports night
Circus
Cycle night (anything on wheels)
Get acquainted night
Picnic night
Minstrel show
Mock track meet
Vehicular night
Top spinning
Father and son marble game
Nationality nights

Come and Bring Your Supper! This was the invitation issued to family groups in one city where community night programs were held last summer. And after supper came volley ball games and circle games. The program features of community night were developed from activities on the playgrounds and included toy orchestras, quartets, harmonica bands, ukulele selections, dancing numbers, dramatic groups, and pantomimes. Community singing, it was found, helped to make the group feel more at home, and many spontaneous features were developed.

Circuses Galore! Play days and playground circuses added enormously to the interest in the playground program in Cincinnati, Ohio, during part of July and all of August when performances were given twice a week on various playgrounds. The WPA band and circus, both Federal projects, were important sources of entertainment at play days. The schedule at each playground was somewhat as follows: At 11:00 in the morning play day opened with an exhibition of stamp clubs and the band gave a concert. This was followed by races and contests for boys and girls up to fourteen. Then came a comedy softball game in which the male participants wore skirts. Between 2:30 and 3:00 the WPA band gave its concert followed by an exhibition of model flying planes. At 3:00 P. M. a salute to the flag was given by all present. Then the WPA circus — clowns, acrobats and other performers — went into action. Among other attractions were a wire walking act, an act by the playground magician, and a performance by a trained dog and pony. The day was brought to a close with the serving of refreshments by playground mothers' clubs, PTA and other organizations.

Everything on Wheels. Wheel Day was a special activity developed on the playgrounds of Danville, Illinois, last summer. There were races and parades in which approximately 1,500 children participated, with bicycles, tricycles, two wheel carts, scooters, wheelbarrows, wagons, kiddie cars, and toy automobiles. Some of the oustanding novelties displayed at Oaklawn Community Center playground included an old-fashioned stage coach with footmen and driver, drawn by four boys dressed to represent horses; a cart with attendants carrying fans and dressed in South Sea Island costumes, and a doll buggy decorated in colored crepe paper. After a parade at each playground a series of novelty races were staged. The events for bicycles included a cross-country race, obstacle races, chariot races, trick riding, coasting for distance, and riding without holding handle bars. For smaller children there were tricycle and roller skating races.

A Record of Happy Memories. Each playground conducted by the Bloomfield, New Jersey, Recreation Commission was urged to keep a notebook which will serve as an up-to-date annual or scrapbook showing the various events on the playgrounds. Materials, it was suggested, should be arranged according to a definite plan, possibly with a division for each of the following: Athletics; rhythmic activities; drama; publicity; special activities; special days; handicraft; music; page for jokes, etc.

Another suggestion was that a day by day record be kept in the form of a diary. For this the children brought clippings from home.

Charles Hayden

On January 8, 1937, Charles Hayden of New York City died. When his will was read it was learned that the greater part of his estate, estimated at about $50,000,000. had been left to establish a foundation for boys and young men to be known as the Charles Hayden foundation.

CHARLES HAYDEN

"I am firmly convinced," said Mr. Hayden in his will, "that the future of this nation and of the world, for that matter, depends in no small part upon the young men of the United States, and that if they receive proper training in boyhood and youth through education, mental recreation, wholesome educational entertainment and coordinated physical training, and more than all, if in addition they be fostered and encouraged in the manner of right and proper living and the principles thereof properly inculcated, to the end that they may be kept from evil environments and guarded against baneful influences, we shall rear a nobler race of men who will make better and more enlightened citizens, to the ultimate benefit of mankind."

The general purposes of the foundation Mr. Hayden listed as follows:

(1) To assist needy boys and young men

(2) To aid and assist in charitable and public educational uses and purposes for the moral, mental, intellectual and physical well-being, uplifting, upbuilding and development of boys and young men of this country.

(3) To found and/or to provide scholarships for deserving boys and young men of this country, and for graduates or undergraduates of colleges, and to assist them in attending any educational institution in this country or abroad.

(4) To assist in and/or to found, equip or provide for the maintenance of institutions or associations for the advancement of learning in this country.

(5) To aid, assist, build, equip and maintain clubs, gymnasia and recreation centers in this country for the training and development of boys and young men.

(6) To aid and assist and to receive, hold, administer and dispose of property to or for the benefit of any university, college, school or other institution for the advancement of learning or of any branch or department thereof or for the benefit of any hospital or of any branch or department thereof.

Service to the National Movement

For the past ten years Mr. Hayden had served as a member of the Board of Directors of the National Recreation Association. His services to the Association and to the country at large were commemorated in the following resolution passed by the Board of Directors:

"The National Recreation Association records with profound regret the death on Friday, January 8, 1937 of Charles Hayden who for ten years served as a member of the Board of Directors. Mr. Hayden's first service to the Association was in 1917 when he helped on the finance committee for War Camp Community Service. Mr. Hayden always gave generously himself. In later years as sponsor for the Association in New York City, he helped to increase the number of friends giving and the size of contributions. He was generous in allowing the use of his name and connections in the service of the Association. With all of his business interest, Charles Hayden found time to think about and work for recreation, education and leisure-time activities. He cared deeply for

(Continued on page 42)

For Newer and Better Houses!

Compiled by WALTER DAHLBERG
Minneapolis Park Board

For enthusiasm and interest few craft projects conducted on the park playgrounds of Minneapolis, where Karl B. Raymond serves as Director of Recreation, can compete with the doll house project introduced in the fall of 1936. Because of its success and the widespread comment it created, some of the details of the project will be of interest.

IN SEPTEMBER, 1936, instructors at twenty-four of the Minneapolis Park playgrounds were furnished with craft materials for the construction of miniature houses and furnishings. Each playground was permitted to design and construct a house of its own choice. A sample house was built by the craft supervisors to demonstrate building technique to the instructors, but the style of architecture, the size and the arrangement of the rooms were left to the individual playground. Each playground was asked to have its house ready by December 15th, as it was planned to present the completed houses to the children in homes, orphanages and hospitals as Christmas gifts.

The playground children went to work with great enthusiasm, digging up plans, designing rooms and planning furniture. Although no awards were offered in competition, the children on each ground wanted their house to be more attractive than the neighboring park's house. The result was that the young builders fairly outdid themselves in creating houses of original and unique design, and in furnishing them in excellent taste down to the most minute detail. Playground instructors reported that few projects had aroused so much interest as the construction of these miniature houses.

On December 15th the completed houses were brought in from the parks and placed on display in the Mayor's reception room at the City Hall for three days. At the end of the three days so many people still crowded the display room that Mayor Thomas E. Latimer decreed that the houses be permitted to remain on exhibition for three more days. This was done at the expense of city boards and commission which regularly use the Mayor's reception room as a meeting place.

The houses ranged in architecture from English Tudor and Spanish adobe down to our latter-day American bungalow and the ultra-modern house of the type exhibited at the Chicago World's Fair. They varied in size from two feet to five feet in width and length, and from four rooms to twelve rooms, but all were uniformly well executed from a craft standpoint, and all were tastefully furnished.

A detailed description of two or three of the outstanding houses will give an idea of the thoroughness of execution and the attention to detail which marked the project.

North Common's Old English Half-Timbered House

The house constructed by the North Common's playground children was built in the English half-timbered bungalow style. The house was about three feet square and built with a detachable roof to provide access to the interior.

Three ply panel wood served as the basic material for the walls. The half-timbers were applied, and the panel wood surface was plastered both on the exterior and interior. Mottled tones of color were then stippled onto the plaster and given a swirled effect by use of water mix putty applied heavily and textured while still wet with a stiff bristle brush used with a swirl technique.

Trimming such as window casings, door casings, mop boards and rafters were made from balsa wood of a scaled width and thickness. The chimney was constructed of plaster shaped to look like flagstones and variously colored red-sienna, blue-violet, grey and sand. Shingles, two inches long and varied in width, were cut from suit boxes. One inch of overlap was used in laying the shingles.

The porch, the vestibule and the stoop were built separately and attached to the house. Doors

Interior of the Colonial house showing details of the rooms and the furniture

were eliminated from all rooms with the exception of the bathroom. Sheet celluloid was used for the windows.

The interior of the house was divided in five rooms: living room, dining room, bedroom, nursery, kitchen and bathroom.

A short walnut-stained stairway with a carved rail led from the vestibule down to the living room, which was built lower than the other rooms. The color scheme was red, gold and green. Furniture in the room included a grand piano, a radio, a fireside bench, andirons, a davenport, two chairs, a footstool, two end tables and two lamps.

The dining room, which was of the sunken variety, contained eight pieces of furniture — a Tudor table, a buffet and six chairs which were upholstered in red. All of the furniture was hand-carved.

The master bedroom contained an English bed, a chest of drawers, a vanity and a cedar chest. All of the furniture was of two tones. The accessories—drapes, rug, curtains, spread and pillows—were done in orchid.

The nursery, done in blue and peach, contained a bed, a chest of drawers and a vanity. The accessories were in peach.

The kitchen, which was in white with black trimming, contained a sink, built-in cupboards, a table, two chairs, a refrigerator, an electric range and refuse container.

The bathroom, located between the nursery and the bedroom, was done in orchid and green and contained a bath tub, a lavatory bowl and a stool.

Powderhorn Park's Colonial House

The house from Powderhorn Park was built in the Colonial style with a gabled roof and window shutters. The exterior was completely sided with a deep siding, its one end being broken by a wide brick chimney. Exterior colors were green and white.

The interior had its full length living room, complete in all its details of trimming and furniture. Wallpaper was used throughout in the interior scheme of the house. A dining room, kitchen, bedroom and large hall completed the first floor arrangement. The second floor had three large bedrooms, upper hall, nursery and a bath. The craftsmanship in the construction of the furniture was unusual. Miniature wax fruit, crepe paper flowers and other minute details were not lacking.

Living Room. Full length, in gold color scheme with gold curtains. Tan-gold carpet. Overstuffed davenport and chair to match. Over stuffed occasional chair and footstool. Magazine rack and bookcase. White wax vase with chrysanthemums

on the floor by fireplace. Candle holders of yellow construction paper and yellow candles over the fireplace, together with a clock made of wood and construction paper.

Dining Room. Wallpapered blue and cream. Blue curtains. Bluish rug. A dish made of blue construction paper and fruit made of wax on buffet. Candle holders of blue construction paper with red candles also on buffet. Lace tablecloth and flowers (red roses made with crepe paper) on dining room tables. Upholstered chairs covered with blue crepe paper.

Kitchen. Green and white. Cupboards, sink, table, chairs, range and refrigerator.

Two Halls. Cream-colored wallpaper. Green rug.

Upstairs Hallway. Table and chair with French telephone (made of wax—black) and a telephone book. Indian rug on the floor and the same on table.

Bedrooms. Back downstairs bedroom — pink bedspread and ivory furniture. Large bedroom—twin beds of yellow walnut. Front bedroom (small)—peach and white spread. Peach curtains.

Nursery. Blue and pink color scheme. Rugs made of pink crepe paper with a border of light blue. Furniture a light blue. Walls pink. White lace curtains with pink tie backs. Small pink wax lamp with blue shade (construction paper) on table. A play pen, cradle, cedar chest and chair.

Bathroom. The bath tub was made from a bar of P. & G. laundry soap, carved out, shellaced and painted white. Half-walls and floor were of black and white tile.

Not only "own your own home," but "build it yourself" is the advice offered by the children of the park playgrounds of Minneapolis

Sibley Field's Ultra-modern House

The house from Sibley Field was unique in that it was done in the modern style. A rounded solarium and modernistic chimney done in vivid colors were the decorative motifs of the exterior. The roof was terraced with its quarter-circular terraces trimmed with a flange in colors matching the chimney. The roof surfaces and all window and door trimmings were painted with alumium bronze. Exterior decorative colors were ivory, black and vermillion.

The interior featured seven rooms—living room with circular solarium at one end, dining room, kitchen, two bedrooms, bath and hall. All these were painted in pleasing pastel colors. The fur-

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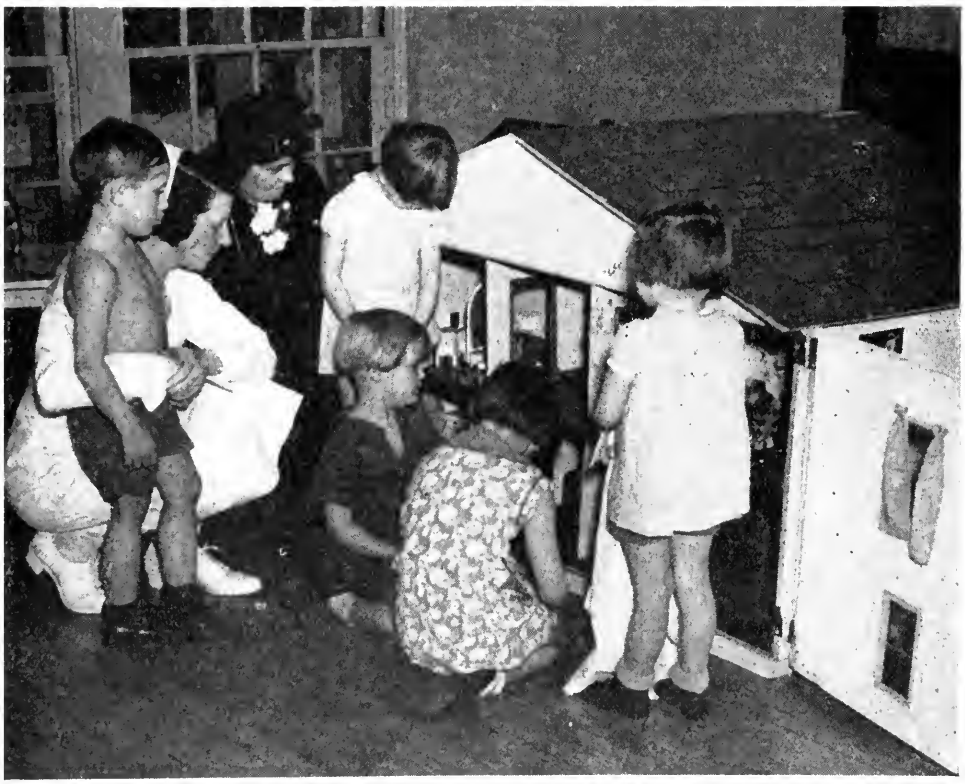

Children of Glen Lake Sanitarium have their first glimpse of the new doll house

Back to Atlantic City!

THE ANNOUNCEMENT of the Twenty-Second National Recreation Congress to be held May 17-21, 1937, has met with splendid response. From all parts of the country, from laymen and executives have come evidences of interest, in the form of practical suggestions and questions for the Congress program. There is every reason to believe that the attendance will be large and widely representative and that the discussions will be of a high order.

Program Topics and Leaders

The program topics have been selected from a wide range of suggestions from the field. Every item represents the interests of a considerable group of people. Some of the major topics will concern every worker and every layman interested in the cause of recreation.

The theme of the Congress is "Importance of Recreation in Modern Life."

Dr. J. H. Finley, First Vice-President of the National Recreation Association, and Associate Editor of the *New York Times*, will preside. John G. Winant, Second Vice-President of the Association and until recently Chairman of the Social Security Board, will also be at the Congress and will preside at some of the meetings.

Dr. John H. Finley, the Association's First Vice-President, who has presided so delightfully over meetings at Congresses in the past, will be with us.

At two previous Congresses Rabbi Abba Hillel Silver has given most inspiring addresses. He will speak again before the Twenty-Second Recreation Congress.

Rabbi Silver of Cleveland, Ohio, well known to many recreation workers, will speak on "Life in a World of Confusion."

Mr. Aubrey Williams, Associate Director of the Works Progress Administration, will outline the scope of "Recreation Undertakings in the Federal Government."

Dr. James S. Plant, of the Essex County, New Jersey Juvenile Clinic, and a leader among the social workers of that state, will address the Congress on the subject, "Recreation and the Social Integration of the Individual."

Melvin E. Haggerty, Dean of the College of Education, University of Minnesota, will speak on the "Enrichment of Community Life."

Mr. V. K. Brown, Superintendent of Recreation, Chicago, will present "The Capture of Leisure for Use in Volunteer Service to the Government."

Dr. Ernst Hermann, Dean of the Sargent College of Physical Education, Boston University, Cambridge, Massachusetts, will speak on "Creative Physical Activities."

Other well-known speakers, whose names will appear in the final program, will be present.

Are you making your plans to attend the National Recreation Congress? Time--May 17-21. Place--Atlantic City. Headquarters Hotel--the Ambassador

Discussion Groups

As usual, the main work of the Congress will be done in discussion groups, each with a presiding officer, several discussion leaders and a summarizer. The findings of each group will be presented to the general sessions of the Congress for information, discussion and action. These groups will have under consideration the following topics, selected as stated above, from suggestions that have come from all parts of the country.

Topics for Discussion

Recreation requirements for modern youth.
Problems of board members.
Volunteers in recreation service.
Recreation in American family life.
Recreation in religious organizations.
Industry—Recreation programs for employees.
Present problems in rural recreation.
Recreation in colored communities.
Camping in the recreation program.
Nature activities in public recreation.
Musical possibilities in present day life.
Opportunities for drama in an up-to-date department.
Arts and crafts as recreation.
Special recreational needs of girls and women.
Program planning in public recreation.
Under what conditions are separate boys' club and girls' club buildings desirable?
What legislative action is necessary for adequate recreation service today?
General tax problems which affect recreation.
If Federal grants in aid be established, what form should it take?
Charges and fees for public recreation.
Personnel problems in recreation — Section I—Training and Experience.
Personnel problems in recreation — Section II—Maintaining the Merit System.
How can gains in emergency work be built into the permanent program?
Losses and gains if recreation in my city were centralized in the school board.
Making recreation known to the public.
Wider use of the schools for enrichment of community life.
Park and recreation maintenance problems.
Facing the problems found in recent recreation surveys.
Responsibility of recreation systems for co-recreation.

Major Issues

Two years have passed since the Congress last met. During those two years social and economic changes have taken place which re-emphasize certain aspects of recreation and in others change the whole approach to the problem.

Federal reorganization and the report of the Committee on Better Personnel in Government Service have thrown the question of Personnel and the Merit System into the first rank of interest and importance. Standards of training and experience, certification and tenure of service are of vital importance to recreation leaders now and will be increasingly so during the next few years.

The depression has been officially declared "out" but we still have nine million of unemployed people, half of whom are young people who are out of school and who have never had a job. The liquidation of the WPA recreation program has begun. Vast new recreation facilities provided

(Continued on page 44)

The sun porch at the Ambassador which will tempt delegates — after meetings!

The Duties of a Recreation Board Member

Some thoughts on the responsibilities and functions of the board member and his relationships with the recreation executive

By CLYDE DOYLE
President, Recreation Commission
Long Beach, California

THE MEMBER of a recreation board or commission occupies a position of public trust offering unlimited opportunities for service to the community. No other type of public service needs leadership of higher quality than does public recreation, and members of recreation boards should be among the ablest and most devoted men and women of the community. Upon them and upon their vision and judgment depends the quality of service offered the public.

Within rather broad limitations the recreation board determines the amount of money to be spent on recreation, the kind of leadership employed, and the scope of the program and its expansion. In short, every fundamental policy of a department is influenced by the members of the board, and it is therefore essential that they be thoroughly familiar with their official responsibilities and that they realize to the full the importance of the duties they have undertaken.

Functions of a Recreation Board

There are certain recognized functions of the governing board that are fundamental. Among them are the following:

The interpretation of the community recreation program to public officials and to the general citizenship in terms of adequate moral and financial support.

The maintenance of high standards in recreation leadership and in quality of program service.

The selection of the recreation executive or superintendent and the defining of the scope of his powers and duties.

The appointment, upon recommendation of the recreation executive, of all employees, and the determination of their functions and duties. (A number of authorities advise the appointment of all employees by the recreation executive alone on the basis that he is responsible to the board for the carrying out of certain objectives and the method of accomplishment should rest in his hands. Many believe, therefore, that the executive should have the power to select his own assistants and to define their duties and functions in a way which will best accomplish his objectives. Civil Service would be utilized wherever possible in selecting local personnel on a merit basis.)

The determination and establishment of the general policies to be followed in carrying out the purpose for which the department was established.

(As a matter of practical experience the executive, being a trained and experienced technician, may be the official actually to develop the plans and policies adopted by the board.)

The consideration of and passing judgment upon the recommendations coming from any source outside the department, especially if such suggestions involve matters of general policy.

Appropriation of the budget and the securing of the required funds.

The authorization of expenditures within the budget granted and the careful examination of expenditures.

A strict accounting to the people of the community through the proper fiscal authorities of the use of all funds.

A full report to the public of all the activities of the department during the year.

"Some of our leisure must be devoted to public affairs. . . . Any contribution we can make is not only a patriotic duty but we shall find it also very much our own business. Leisure gives us this opportunity. If democracy ever could mean anything it must mean that each citizen should joyously contribute of time, thought and energy to the benefit of the whole group." — *George B. Cutten in Challenge of Leisure.*

To Insure Successful Relationships

Upon the wisdom of the board in dealing with its execu-

(Continued on page 46)

Pegs—And What to Do With Them!

By

EDW. J. RONSHEIM
Director of Recreation
Anderson, Indiana

Play Pegs is the child — or perhaps we should say are the children — of the depression! The development of the activities described in this article by Mr. Ronsheim is typical of what has been going on in many communities faced with the necessity of providing play equipment with little or no money. Ingenuity and resourcefulness have solved the problem in many a city. They did in Anderson!

IN OUR COMMUNITY we found ourselves with greatly reduced funds for the purchase of play supplies. Consequently, when a local manufacturer presented the Recreation Department with several scores of pegs a great deal of consideration was given the question of what to do with them.

At first it seemed impossible to conjure up any use for the pegs, which were slightly under two inches in diameter and eight inches long, with one beveled end. But at last we had the idea of using them to replace the old broken and expensive Indian clubs. No sooner said than done! Out came the pegs. They were counted out in sets of twelve, two painted one color and ten another. A box or basket was provided as a kit and into it went the pegs, two six-inch Voit balls (six-inch inflated rubber balls) and two twelve-inch square pieces of old linoleum. Two old croquet mallets or improvised ones included in the kit made more activities possible. Additional pegs could be made of 2 x 2 x 8 inch wood with the edges beveled with a plane.

The kits proved very popular and around them developed a large number of games, many of which were adaptations of old games and some of which were completely new. Here are some of the more popular games:

Peg Bowl Ball. This game may be played by from ten to thirty players and may be played indoors or out. An area about 30 feet square is needed. Line up teams and pegs as in the diagram below—"A" and "B" are the two teams of players, "X" indicates a peg and "O" the bowler's box.

a a a a a a a a a a a
x x x x x x x x x x

b b b b b b b b b o

The distance between players "A" is about three feet; pegs are one foot apart and three feet in front of players "A", and "O" is ten to thirty feet from the middle peg.

The first bowler ("B") steps into the bowler's box and *bowls* an air-filled ball not over six inches in diameter at the pegs. If he misses a peg he is out and moves to the right out of the box. If he knocks one or more down he scores a point for each knocked over, even though the ball hits a player "A" and bounces back to the peg. He continues to bowl until he is out. Three outs make "side-out" and teams then change positions. The bowler must keep one foot in the box until the ball has left his hand, otherwise he is out. The team "A" merely retrieves the ball for the bowlers. Five innings at least should be played. Play fast.

Peg in the Ring. One peg and a six-inch ball are all the equipment needed. The players align themselves as in the diagram. "V" represents the players, while "X" is "it" and "O" represents two players who retrieve the ball, taking their turns last at bowling. The lines are thirty or forty feet apart and players stand two feet apart. The center circle at P is three feet in diameter with a play peg placed in its center.

V V V V V V V V V V V V V V

Line "A"

(P) x

Line "B"

o o

Player "V" nearest the middle of the line *bowls* the ball at the peg until he has knocked it down or has used up his five chances to do so. If the

bowler knocks down a peg he runs to line "B," while "it" or "X" sets the peg up and then tries to tag him. If he is caught he becomes "it" and the old "it" takes the place of an "O" who joins the "V" players. If the bowler misses all five chances he must run on the last one and take a chance on being tagged and made "it." At any time when the peg is down or a bowler has the ball, a runner behind line "B" (other than an "O") may return. He may be tagged and be made "it." Once he starts away from "B" he can not turn back. Players bowl in turn; but always from the middle of the line. Should a player's turn to bowl come when he is behind "B" he becomes "it." Caution: Do not bowl so hard that the game becomes merely a matter of "chase the ball" for the "O's."

Peg One Out. Set out the pegs in a line on the ground (in grass, if possible), some three to five feet apart. Use one less peg than the number of players. Players line up from thirty to forty feet away. On the word "go" the players race to the pegs and try to seize one. The player left out is retired from the game and one peg taken from the row. Each time a player is left out a peg is taken away as in "Going to Jerusalem." The game continues until only one player is left.

Although the game is a bit rough it is great sport if kept under control. If you have a very large group, divide it into smaller groups and play, letting team champions compete in a final game for first honors.

Play Peg Golf. Nine pegs, nine pins and numbered paper flags, golf or croquet balls, putters or croquet mallets are required for this game. Place the nine pegs ten to thirty feet apart on smooth bare spots. Pin a numbered flag on the top of each peg. Place the pegs in order as one might find them on a golf course, leaving clear "fairways" between holes, although hazards may be set on either side of these clear areas. At a spot not less than ten feet from the first peg make a clear space for a "tee." Make such a clear space ("tee") about three feet to the right or left of all other pegs except number nine.

As many as four players may play, each taking turns hitting his ball toward the peg ahead. The player who first knocks down the peg (with fewest shots) puts down 1 on his score card and sets up the peg. The next to knock it down scores 2, third 3, and so on. In case of a tie, both take the number while the next player takes the next higher number. Players do not start for the second peg until all have completed the first "hole." When a player is behind an obstacle placed on the course, he moves his ball back from it counting one hit before hitting the ball. The ball of another player which blocks a striking player's ball counts as an obstacle. A tournament may easily be organized for this game.

Grab the Peg. This game is similar to "Snatch" in many ways. Players line up, standing shoulder to shoulder, in two parallel teams facing each other. The two teams are some forty feet apart. Midway between the players is a three-foot circle in which stands a peg. Players of one team count off, each remembering his number. The other team counts off beginning at the other end of the line, so that the two "one's" are at opposite ends. The game leader (not a participant) calls a number and the two players, one from each line, who have that number dash to the center of the field; each tries to snatch the peg and return with it to his own team line without being tagged by his opponent. If a player reaches his team untagged with the peg he scores a point for his team. If he is tagged, the opposing team scores. If a player steps into the circle or knocks over a peg, he forfeits a point. Once a player touches the peg he must take it. There may be no shoving or holding. Ten points constitute a game.

Pegs in a Circle. Have players form a circle by taking hands and moving backwards until arms are extended. Players then drop hands, turn so that they are facing outward and put their feet together. Each stands a peg in front of himself. "It" stands in the circle.

"It" moves about in the circle trying to tag a player whose hand (or finger) is not on a peg. (Players must bend over, not stoop, to touch the peg.) "It" may also knock down an unprotected peg. The owner of a knocked down peg or a tagged player becomes "it." This game is great fun if played fast and fairly.

Peg and Ball Relay. Divide players into two or more equal teams. Then divide each team into two sections. Place the two divisions of each team in file formation and about twenty feet apart. Between the two divisions place a peg in a circle (O).

Team A..... O .....
Team B..... O .....

(Continued on page 47)

The Feast of Ascending on High

By MARESE ELIOT
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Works Progress Administration
New York City

MANY PAGES could well be extracted from the Chinese book of life experience by nations considered more advanced and more civilized—especially those concerning the use of leisure and the ways in which high and low, rich and poor in the Orient, enjoy their hours for play.

Leisure in China is truly re-creation. All the arts and sciences, as well as social graces and physical activities, are called upon to occupy idle time. During the months — moons, as they are called there — preceding the festival known the length and breadth of the land as the "Feast of Ascending on High," all China thinks, plans, builds kites. This day is the carnival of the wind — the ceremony of the kite.

Pioneer in so many inventions, the Chinese should be given credit for the first primitive machine to conquer the air element. The creatures they launch into the sky seem at home. The kites of the Orient live as surely in the air as do our modern airplanes.

Legends are told of the origin of kites — some sentimental, and others martial. The general besieged in an ancient Chinese town by hordes of Tarters from the north is said to have invented the kite to communicate his distress to distant allies, and to have laid the foundation of the wig-wag system of war communication at the same time. After thousands of years the kite still holds its place in the life of the race; old and young, farmers and artists, coolies and mandarins, not only fly kites but make them, decorate them and on that day of days, the Feast of Ascending on High, travel to the nearest high ground and send aloft their kites.

Kites of All Types

Some of the Chinese kites are rarely beautiful; some are grotesque; all are fascinating. Small kites of varied shape soar aloft from children's fingers; huge aerial monsters requiring a dozen men to launch and another crew to control the flying ropes, make the air a vivid, even a gaudy, sight, especially at the Festival. Kite clubs for adults are as popular there as tennis associations and golf clubs are in America. Guilds of workers and craftsmen often associate themselves in the building and ownership of huge kites, entering into keen rivalry in races with high stakes as the reward of victory.

The kitemaker is not without honor in China. His craft is a profession and the results of his skill are often true "objéts d'art." Dragon-flies a hundred times the size of the originals glide in the air on gauzy wings. Moths, beetles and butterflies sail on high; birds of brilliant plumage make natural kites; bats are huge and more frightening than real ones.

These artist kitemakers are not content to use merely natural denizens of the air. Fish are favored kites because they are bringers of good luck. Imagination plays a part too. Dragons with glistening scales, fifty feet long, controlled by ropes in the hands of twenty men, can be seen in the air. The eyes of the dragon rove and smoke billows out of the nostrils by virtue of cunningly contrived wind power apparatus.

One of the most curious kites is the popularity one. Actors are particularly favored by this form of adulation. Dressed in costumes of their most famous rôles stage favorites float in the air, the kite string held by devoted admirers. An Oriental form of stagedoor worship! Mei Lan Fang, who a few seasons ago brought his ancient art to American theaters, has for many years been honored on festival days.

Kite flying is one of the most thrilling sports of childhood that need not be dropped when maturity is reached. From the craft activity that is fostered by the actual making of the kite in the home to the physical recreation in the open with its manipulation, there is much to recommend this sport as leisure time activity.

There are many simple types of kites which may be made in the home. A boy is apt to prefer the tailed type. Most of the early ones were of that variety. The famous kite with

"Depressions might fade more quickly if Occidentals would follow the Chinese philosophy of kites. During the winter the man who is worried makes his kite, writes all his woes on its tail, and on the day of the festival goes to a hill and literally flies his troubles away with the kite that he sends out into the blue! He descends the hill smiling and without fear; all his troubles have been flown away!"

which Franklin drew electricity from the thunder clouds had a tail, and for the novice at the art of flying them, the tailed kite type is the easiest to manipulate.

The square kite is the one which can be most easily manufactured in the home by the amateur. Because it requires the least effort, is inexpensive to make and very interesting to operate, it has been chosen as the type to be described in this article.

How to Make a Square Type

Wood is used for the framework upon which the square kite is built. In selecting the wood the craftsman should make sure that it is well seasoned and true, that it lies parallel to a flat surface and that there is no buckling along the length.

Take two sticks of equal length. Fifty inches makes a kite of excellent size for the beginner. These sticks should be square with a diameter of three-eighths of an inch. Larger kites will need heavier wood of larger diameters. Having made sure that the selected sticks are seasoned wood and true along their entire length, look for the grain and select sticks with a smooth and even grain. Sandpaper the sides of each stick until they are smooth and velvety to the touch.

These two sticks form the foundation of the kite. The skeleton is made by balancing them exactly across each other so that they form a true right-angled cross at the center. Place the sticks on a flat surface. Then you are prepared for the second operation in making the kite.

Winding the Sticks. This is the winding or binding of the skeleton sticks together at the center where they meet in a right-angled cross. The cross is lashed together with a winding of string. The greatest care should be taken with this lashing to see that it is even and close. However, it must not be too tight or the sticks will buckle at the center. Emphasis should be laid upon the importance of doing kite craft upon a large, flat surface so that buckling will be instantly detected.

In winding kite sticks together the string should be twined evenly and diagonally over both sticks in one operation, and then the process should be reversed. The return windings are made between the sticks and around the other windings. A smooth firm cord, strong rather than heavy, is the best type to use. The craftsman will speedily learn the amount of winding necessary to anchor the sticks in a perfect square at the center without overburdening the kite with bulk. When the center is firm, tie the ends neatly and slip them under the winding.

A protective coating is now given to the entire winding at the center. Either glue or shellac may be used for this. The coat should be light, covering all the strings of the winding. If the first light coat does not seem to be sufficient to produce a firm center, another coat should be added after the first one has dried. If glue is used, the sticks should be dried under a weight. One caution is pertinent here; no tacks or nails ever should be used to hold the sticks together at the center. They would set up a stress in the framework and prove to be the weak spot that cracks in the wind when the kite is in operation.

To make a true center for the kite is the heart of the craftsman's job, and the quality and performance of the finished kite can be measured by the precision of its center. It must be a true and right-angled cross at this point, well braced by lashing, or the kite will not fly smoothly. If the sticks slip during the process of winding, the wire or cord must be unwound and the winding begun anew. After some trials the craftsman will be able to hold this vital center of the frame firm and true as he winds. This is the most important part of the kite to consider. Unless it is perfect the flight of the kite will be neither accurate nor sustained.

The best material to use for the lashing is heavy linen thread; some people use fishing tackle which is fine and strong: Either one makes a firm center that is flat and not bulky.

Outlining the Shape. The next step in the kite-building process is to outline the shape of the finished article. This outline is made with wire or string. Any hard twisted cotton cord is suitable for the purpose. This outline should be light, yet strong and wind-resistant. A fine gauge steel wire makes an excellent outline. Piano wire is also very good for the purpose. In making the outline attach one end of the wire to a tip of the framing stick with a slip loop. Keeping the frame flat on a level surface, carry the end of the wire from one point to the next until the circumference of the kite has been described. Be certain that the wire, while not loose, is never so taut that it buckles the frame; it should lie very flat and parallel to the table top on which you are working.

The kite is now ready for the covering.

Covering the Kite. Many materials can be used for this purpose. There are four reasons why paper is to be preferred: 1. Its lack of weight;

2. its surface impermeability to air; 3. its low cost, and finally the ease with which it is applied to the frame. Another advantage of paper is the fact that the finished kite can be more easily and successfully repaired if the paper cover becomes torn by wind or hard usage.

Tissue paper such as is used for wrappings makes an excellent kite cover. The softness and pliability that characterize the good grade tissue lend themselves to kite construction. For all small kites it is a preferred material. The wide range of color in which tissue can be purchased also adds to its advantage; beauty is an angle to be considered in kite craft. Many of the Chinese and Japanese decorative papers make exquisite as well as strong and durable kite covers.

The choice of material to use, however, holds a definite relation to the size of the kite being constructed. The larger the dimensions of the frame, the stronger and heavier the cover must be. The ratio of paper strength must be maintained as the length of the kite arms increases. For larger kites, rice, manila or large sheets of bond paper may be employed to advantage. Wrapping paper from the corner store is not to be despised; it is used very often in the making of kites at home.

For large kites and for those to be used where winds are high and strong, fabric should be substituted for paper. Though more durable, fabric is not applied to the frame with the same ease, nor is it so easily repaired when it is torn or ripped.

More exactness and care must be used by the kite craftsman in using fabric as a cover. Certain new problems are presented. One is the permeability of fabric to air. In choosing the fabric lightness of weight and closeness of weave are essential. Permeability to air is decreased by painting the flying surface. Thin varnish or shellac may be used, or rubber cement will fill the crevices between the threads of warp and woof. The best material, however, for painting the surface of fabric kites is the so-called "dope" used by airplane factories to coat the wings of planes. The application of liquids for protection to fabric causes shrinkage, and this must be allowed for in covering the frame with fabric. More allowance must be made where airplane dope is used than the other liquid protectors.

After the cover material has been selected, be it paper or fabric, it should be placed flat on the work table. Lay the frame of the kite on the material and draw the pattern. When this is cut an inch should be allowed on all four sides. Fold this margin over the wire edge of the kite frame, being sure that there is no pull at any place. Glue down the margin, using no more glue than is absolutely necessary to control the edge.

When the margin has been folded and glued, the kite surface should be flat and smooth. It should appear taut but not tense. It must never be tight enough to buckle the frame out of shape. Keep the fact clearly in mind that the surface of the kite is to be presented to the wind; the flatter

Often an accident ends the kite's career, but to the boy who makes his kites this is a minor tragedy

the surface the easier the kite will ride the air, as any unevenness slows up the flight. Just as the sticks must be evenly balanced to produce balanced flight, so must the covering of both the kite surfaces, upper and lower, be smooth and evenly distributed if a perfect flying machine is to result.

The Bridle. The main body of the kite having been made, the next problem is the arrangement to control the machine while in the air. The method used is an attachment called a "bridle" which is string attached to the kite frame. The bridle is the steering gear of the kite flying machine.

The proper placing of the bridle is of utmost importance. If the steering gear of an airplane were incorrectly installed the pilot would lose control of his machine in the air. A similar result happens when the bridle is incorrectly placed in a kite. The laws of balance, of weight and of gravity must all be considered in installing the steering gear.

For the square kite the bridle is composed of two strings. Each string is exactly half as long as the circumference of the kite. These strings are attached at opposite corners of the frame. They are then brought together at that point above the surface of the kite which is exactly one-third the distance from the point of the kite measured along the center line. The string of the kite is attached to the bridle where the two parts meet. The string may be as many feet or hundreds of feet as the maker chooses. For flying, a reel is recommended; this aids in controlling the kite from the ground, preventing snarls and adding to the ease in paying out and reeling in the line.

One of the most important features of square kites is the tail. Such a tail must not add much weight. The scientific reason for its addition is the added air resistance it gives the kite. This air resistance — so-called surface friction — provides the balance of the kite.

The Tail. The making of the tail is simple. Pieces of paper about four inches by six are folded into accordion pleats and tied a foot apart, along a string. Such a tail is excellent to add to the valuable surface-friction. When the papers have been attached to the central string, fan out the ends of the paper as one would a bow tie. The amount of tail needed to add balance to the kite depends upon the amount of wind encountered. Thirty feet of tail is a fair average for a start. More tail can always be added. In flying, the less tail, the more sport.

Other types of tail can be used. There is one style which consists of paper cups attached to the tail string; these were very much in demand during the war. The small American boy seems to prefer a tail made of paper bags. The one of folded, tied and fanned out papers is the easiest to make and will prove the most consistent in performance. There is also the possibility of making the kite tail more attractive through the use of colored papers of different shades.

The types of kites that may be made by the home craftsman are so many that they cannot be listed in a short article. Even the profile figure kites so much favored by the Oriental nations may be constructed by any one with even a slight talent for drawing in outline.

Of course a kite may be bought. Kite manufacturers abound in the land. But what boy—or even grown man who is but a boy at heart—can a purchased kite, even though one of the glittering Oriental ones, hold the place in his interests and affections with one of his own creation? With every pain he takes in construction, with every effort he bends to balance the one he "crafts," with every thought he directs toward perfecting its flight and its decoration, the kite craftsman is adding to that store of knowledge which will aid him in living life and in using leisure with satisfaction—true recreation.

Since the days of Benjamin Franklin conditions have changed greatly. Our cities and urban areas have required the erection of many cables, high tension wires and transformers, and these are potential sources of danger for kite flyers. The good kite flyer, like the good aviator and the careful motorist, observes safety rules. Here are a few of them:

Wire should never be used as kite string, tail connection, bridle, or to lash sticks together. Nor should metal of any description be used in kite construction. If used, serious injury may follow if the kite becomes entangled in electric power lines. Lash sticks together with strings; do not use nails, tacks or brads.

It is much safer not to fly kites immediately over or near electric wires, and no attempt should be made to remove a kite caught over electric wires, or in trees near them. Never climb a pole to remove a kite or string.

For the Price of a Single Movie!

A community mobilizes its forces and in no uncertain tones declares for a year-round recreation program!

Courtesy Community Recreation Association, Decatur, Illinois

FOR THE PRICE of a movie to the average home owner in the city, Decatur, Illinois, now has a tax-supported recreation system. Voted on favorably by the citizens on October 13, 1936, the new tax climaxed an eventful year in the recreation program of Decatur.

Early in the year Charles K. Brightbill, formerly associated with the Recreation Department of Reading, Pennsylvania, became Superintendent of Public Recreation in Decatur where recreation is sponsored by the Community Recreation Association, a group of private individuals. One of the new Superintendent's first undertakings was to make the community conscious that the recreation program should be on a year-round basis and not be merely a summer playground project. To this end a large poster was made depicting the various parts of a community recreation program and bearing the words "Your Community Association offers the entire family a more abundant life through its playgrounds, gymnasiums and community centers." This poster was placed in the City Hall, public library, schools, churches and down town stores so that many people might see it and learn to think of recreation as year-round in scope. But posters alone could not sell a year-round program. The existing program was expanded so that the service might, through wider participation, convince more of the need and value of such a program. Rapid expanse on a budget of $7,306 a year was difficult and the WPA made possible nearly 85 per cent of the program for the year of demonstrating the possibilities of city-wide, year-round recreation.

The Association Reports the Year's Progress

The annual report of the Community Recreation Association shows the recreation program expanded to twenty playgrounds, seven community centers and ten gymnasiums open winter and fall, a summer day camp, a picnic service, an information and bulletin service and twelve new parent and playground associations. There was a participation of nearly three-quarters of a million in the various recreational activities for the year.

High spots on the program included a band concert on each playground once during the season, weekly Tuesday night folk dance festivals, playground leagues and tournaments in games and sports, a "Come and See Day" for parents, a story-telling contest, a parade of children and the grotesque Mardi Gras heads and lighted floats and lanterns they had made, and a playground parade of 3000 children and adults. The Municipal Players were encouraged and assisted and other drama groups helped. Glee clubs, rhythm bands and orchestras were formed. A two-week training institute for leaders preceded the expansion of the

program and another of two weeks duration was held before the opening of the summer playgrounds.

The Recreation Referendum Campaign

So successful was the program, coupled with carefully planned and organized publicity starting with the posters emphasizing year-round recreation, that in October 1936 the people voted a tax for recreation of a minimum of two-thirds of a mill on each dollar of assessed valuation on property within the city limits. This tax will provide an income of approximately $18,000 a year at a cost of 39 cents or less than the price of a movie to the average home owner. In April 1935 the tax had been defeated; in October 1936 it was approved by more than a two to one vote.

The carefully worked out campaign accompanying the program and interpreting it did much to win the day for recreation in the Decatur election. It was planned to carry the need for adequate recreation to the people in a number of ways in an attempt to reach the very largest number of people possible. During the month before the election date especially concentrated efforts were made.

Newspapers ran daily stories during the month before the election. Public endorsements of recreation were made in the paper by such men as the Mayor, Chief of Police, President of the Ministerial Association, President of the Community Chest Board and by the American Federation of Labor. Articles on recreation appeared on the sports, editorial and society pages, and commercial firms included statements of approval of recreation in their paid advertisements.

Written appeals other than newspaper stories were many and varied. Letters of approval of tax-supported recreation went out over the signature of prominent men to ministers, picnic organizations, athletic teams and restaurant owners. Signs and posters were provided for streets, service stations, theaters (on the screen) and restaurants. Children carried posters on the street reading "Neglect in 1936 means trouble in 1946" and "Recreation isn't a frill; it's part of us." Handbills were distributed with the following titles: "Can we let this happen?" "Welfare of School Children" and "Why Business Men Should Support Recreation." School children carried home mimeographed notes to parents and wrote essays on recreation. Automobiles appeared with posters and yellow stickers "Vote Yes Playgrounds Tuesday, October 13" on the spare tires. Even the morning milk bottles—14,000 of them — carried the appeal on a paper cuff "Milk and Exercise=Health. Vote Yes Today for Playgrounds."

Any community planning to conduct a referendum campaign for a year-round recreation program would do well to take a leaf from the experience of Decatur, Illinois, where a plan worked out with the greatest care and put into operation through the cooperation of many community groups, had a gratifying outcome.

The message was carried by word of mouth through talks or speeches. During the month preceding election day talks were given in every public and parochial school in the city, in every church, to twenty large industries and stores in the city and to forty-five organizations and governing bodies. Five radio interviews were arranged with the heads of important departments and organizations including the President of the Junior Association of Commerce, the Mayor, the Commissioner of Public Health and Safety, the Chief of Police and the President of the City P. T. A. Council. A large number of people were reached by special amplified messages to large groups attending play nights, softball championship and high school football games.

A house-to-house canvass using 500 block workers and 37 precinct captains was made of every home in the city. Every square block was covered by a person living in it. Precinct captains were officers of the P. T. A., members of neighborhood recreation clubs and prominent citizens. Block workers also were enlisted from P. T. A. groups and neighborhood clubs. Each voter was urged to support the recreation tax and confidential reaction sheets were turned in by each worker.

Besides the barrage of written and oral material, extensive exhibits were prepared giving a picture of various aspects of the program. They were set up in down town store windows a week before election and remained all the week. Exhibits included handcraft activities, model airplanes and boats, music and drama and athletics. One exhibit showed a miniature baseball diamond and a jail. Figures showed the high costs of crime and the low cost of recreation. Another exhibit consisted of a puppet show in a store window giving sidelights of recreation with the help of a loud speaking system. Puppets did folk dances, tumbling, played in swings and with balls, and between acts carried cards across

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When Gypsies Come to Reading

Children gather from near and far to listen to the thrilling tales of magic and romance

By KATHRYN C. KEPPELMAN
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Department of Public Recreation
Reading, Pennsylvania

"THE GYPSIES ARE COMING, the Gypsies are coming." With this joyous cry all regular activities of the playground stopped and the children, tall and small, rushed to greet the band of Gypsies coming down the street in their rickety old black cart drawn by the most beautiful painted horse you ever saw! Was it the horse that first attracted the children? Perhaps. Or possibly the Romany tunes fiddled by the little Gypsy maiden who played as she rode, dangling her pretty feet over the back of the cart. But in all probability the ones who first gave the warning of the Gypsies' approach had been watching for them eagerly and had spied the cart when it was still a black speck in the distance.

For this was no regular Gypsy band, no band of rovers, but a group of friendly Gypsies who brought joys untold to the boys and girls of the playgrounds of Reading, Pennsylvania, through their stories of magic and romance. Indeed, they were no real Gypsies at all! And among them was the Recreation Department's itinerate story-teller, who visited the playgrounds twice during the season, spending about an hour on each lot telling stories chosen especially for the particular group.

How It Grew

In former years, the Reading Story League cooperated with the Department of Public Recreation by furnishing judges for the annual story contests, and by sending volunteers from their group to the playgrounds to tell stories to the children. While the Department appreciated the cooperation and the children benefited by it, a definite need for an itinerate story-teller was felt; a need for someone with training and experience, someone who understood boys and girls, who could give practical help to the leaders.

An appeal to the story league resulted in its financial cooperation to the extent of half the salary of a professional story-teller, the other half, together with the cost of transportation, to be paid by the Department. Mrs. E. K. Shollenberger, one of the members of the League who is widely known for her ability and charm in story-telling, was chosen for the work.

Realizing the appeal of costume, it was decided that the story-teller should dress in Gypsy attire. At first she traveled a-foot, making her trips alone. Later, her daughter, an accomplished vio-

linist, went with her to fiddle Romany tunes and to teach the children Gypsy songs. Her little niece and nephew, visiting from the Belgian Congo, thought they, too, would like to be Gypsies, so they donned bandanna and sash, and lo, a real Gypsy Band had evolved! Usually a stray dog or two tagged along and added to the atmosphere, and on one occasion a live parrot added his bit to the story-telling.

But what real Gypsies travel a-foot these days? Before long, the town was combed for an old cart and horse, and from that time on the story-teller traveled in true Gypsy style—in an old black cart with a fine old horse and a quaint old driver who fitted perfectly into the picture.

In connection with her story-telling program, Mrs. Shollenberger made herself available for conferences with the leaders on questions pertinent to the work, and acted as hostess at the city-wide story-telling contest.

Last Summer on the Playgrounds

However, the Gypsy was merely part of the story-telling program used on the playgrounds of Reading this year. In fact, for the past few years, story-telling has been one of the major activities. Time is allowed on the program of the annual Institute for leaders for the discussion of the art and science of telling stories. Leaders are encouraged to conduct a daily story hour. Bibliographies of stories are prepared and distributed to the leaders. The Public Library cooperates in placing on reserve for the special use of the recreation workers, books of stories and story-telling. One of the chief duties of the Supervisor of Dramatics is to plan and conduct a story-telling program to be used throughout the season—this program culminating in a city-wide story contest.

The program of story-telling for 1936 began with three Institute lectures given by Mrs. A. L. MacKinnon, then President of the National Story League. Since the general plan for the year included a definite attempt to appeal to boys, one lecture was devoted entirely to stories for boys. The other two were on story selection and story-telling methods. Further, each leader was given opportunity to tell a story to Mrs. MacKinnon, who gave constructive criticism and practical help to the individuals.

A story hour was part of the daily schedule, the time of the day chosen for this being left to the discretion of the leader. In some cases, a twilight story hour proved most successful, while in others the afternoon or morning was more satisfactory for the activity.

Story games and dramatizations of stories were very popular, especially with the little tots. Music was incorporated into the story hour on many grounds, the boys and girls entering heartily into the motion songs and stunt songs. Music and stories seem a logical combination and were therefore encouraged.

It was the experience of most leaders that at first the children preferred to listen to the stories rather than tell them. Before long, however, the boys as well as girls enjoyed participating, and by the time scheduled for the contests there was great enthusiasm for story-telling among the children. In some cases, where there was little guidance or direction on the part of the leader, the story hour became an experience meeting; but on the whole, where leaders themselves were interested, stories were well chosen and well told. It was a joy, on the hottest of afternoons, to come upon groups of girls and boys "swapping yarns" and telling stories to each other. Story-telling is an activity that lends itself to playground situations, no matter what the weather may be.

At the annual "Play Day" when boys and girls of various playgrounds gathered for cooperative play, story-telling was one of the featured activities. It proved a most delightful interlude between active games and strenuous contests.

The Story Contest

The story contest has, for several years, been one of the chief events in the city-wide program. At a scheduled time, local contests, judged by leaders and members of the playground associations, are held on every ground. Any girl or boy is eligible for entrance in the local contest. This is usually made a gala affair in order to attract the children, whether or not they intend to tell stories. For frequently those listening to others will be inspired and will prove very excellent story-tellers.

The contestants are divided into three age groups:

Those up to 9 years of age
Those from 9 to 12
Those from 12 to 16

The leaders may give as much help as they see fit to any contestant, that is, in story selection and hints as to delivery, posture while telling stories, memorization. Of course, no hints are given during the contest.

(Continued on page 48)

Play for Handicapped Children

By EDITH WHEELER
Supervisor of Special Education
University of Michigan Hospital

FITTING TOGETHER the parts of a picture puzzle may not seem on the face of it to have a definite curative value for a child who is hospitalized because of a fractured leg, a stubborn case of eczema, or any other of the many ills. However, with the placing of each small part of the puzzle in its correct place comes a concentration and, in the end, a satisfaction at having completed his task that leads definitely toward a healthful mental hygiene and an ability to solve other and more weighty problems. There may come a time in the working of the puzzle when the pieces seem a jumble, and in that case a teacher in the Special Education Department is willing, anxious and able to give just the needed amount of help. The problem must be sufficiently difficult to challenge the interest of the patient but not too difficult for him to grasp.

So it might be said that the Special Education Department of the University of Michigan Hospital is composed of teachers whose function it is to aid and assist the child toward his definite objective which he has set for himself, and which he recognizes as his own problem. The entire program might be designated as the Activity Program for children, for it is our aim to correlate our work with the Activity Program for normal children in the public schools and to supplement the actual Academic program offered by the Hospital School.

The Objectives

As in the public schools, our goal is modified to fit the needs of the type of child with whom we come in contact. The child grows in the very facing of difficulty; much more in solution and accomplishment. In other words, we attempt:

1. To give the handicapped child confidence in himself and a sympathetic understanding of other human beings in order to lead a well-balanced enjoyable life.

2. To approximate the normal in so far as possible, that the child may not lose contact with the normal home, school, and social environment during the abnormal period of hospitalization. There may be abnormalities in the child's own life which he does or does not face or realize. Such growth as he may make may be in a very circumscribed area.

3. To continue in so far as possible, the special activities of the public schools; that is, nature study, children's literature, rhythms, music, games, handwork, and through these subjects to broaden the child's horizon so that his own small world may include many interests in spite of his handicap.

4. To provide a program for the hospitalized child which will lessen the mental discomfort accompanying illness and to make the child's period of hospitalization as profitable and as pleasant as possible. In other words, to assist in obtaining a healthful mental hygiene.

Children are introduced to the program as soon as they have received permission from the doctor.

Every child is enrolled whether he is in the hospital for one day or over a period of years. Last year 2,667 children were enrolled in the Special Activities program, of these 1,838 were here from one to ten days, the balance ranging from ten days to two hundred ten days during the year. Over half of these children were below seven years of age while most of the balance were between seven and thirteen, a few over thirteen.

Leadership

The present staff is composed of licensed teachers who are residents of the state continuing their professional development and contacts through a definite program of reports, visiting days in local schools, analyses of situations, and exchange discussions. This is a special field in education which requires a great deal from the individual, but she in turn makes a definite contribution to the child in particular and the field in general not widely recognized to date except very conservatively, as would be expected. A definition of the problem has been made and certainly we have made progress on the road toward solution, but the problem is never solved *finally* for the situation changes as soon as conclusions have been reached.

The teachers, as those of the Hospital School, are financed through the Michigan Crippled Children's Commission, and two private organizations — the Galen Medical Society and the Kiwanis Clubs. Other assistance is given by many organizations and private individuals.

Services

All children who have received permission to go to the roof playroom and playground or the Galen Shop are taken there either in beds and wheelchairs, or walking. The roof program is carried on morning and afternoon for all children, girls or boys up to 13 years of age, and is sponsored by the Kiwanis Clubs of Michigan who provide one and one-half time recreation teachers to carry out the program discussed later. Further advantages of this roof program are that the children receive the benefits of a complete change of atmosphere, sunlight and fresh air in addition to their educational program. During the summer months recreation is emphasized, but during the winter months we find a well rounded project planned which includes stories, handwork, nature study and music, following the unit study idea.

The Galen Shop is a general workshop for boys sponsored by the Galen Medical Society, an honorary medical organization composed of Junior and Senior medical students. In this shop many boys and a few girls learn to make useful and attractive articles from scrap materials, trying out many activities more fruitful in experience than results. The majority of children coming to the shop are below twelve years of age and have had no previous experience in this type of work, therefore a most elementary program of wood, metal, cement, and electrical work is planned. For the boys who have had experience new materials are provided and more complicated projects planned and executed. A child is quite free to select and follow through his own interests with quite general guidance.

During the time when some children are on the roof, other teachers on the wards teach the children who cannot leave the sixth floor. Children from floors other than sixth either go to the roof or are taken care of by Occupational Therapy.

Similar services are offered at Convalescent Hospital and South Department when and if needed. Convalescent Hospital offers a service on the wards, in the playroom and on the outdoor playground. The children in this unit are more active and have more freedom so that a varied program may be planned for them similar to that of the public schools.

Besides these regular activities there are special programs which will be discussed later.

The General Program

The general program may be discussed under special headings:

Individual Occupation. It is sometimes necessary to find an individual occupation for a boy or girl who is so handicapped that he is not able to participate in group activity. This was true in the case of Mike, age 10, a chronic osteomyelitis case. Mike is deaf and cannot enjoy stories or games. His interest was aroused by a new erector set in a shiny red box. He was so intrigued by his work that he asked to keep the set over night and in his spare time he built an original design of a wrecking truck. His truck was so clever that it was entered in the Gilbert contest for original designs built with erector sets.

Nature Study. Nature study has been introduced to our children by the live material displayed in the playrooms and in the wards. For the younger children we have a group study program which includes observation, discussion, illustrative art work and reading. It is our object to create in

these children the ability to observe the wonders and beauties of the living, growing world about them; in other words, a backdoor nature study. It is interesting to note that only two children out of an entire ward knew what horse chestnuts were and one recognized milkweed.

Music. The music program is carried on in the playrooms and wards. Our teachers have emphasized rhythm games with each child taking part and rhythm bands for which we have made many of our instruments, the singing of new and familiar songs, and also the appreciation of music in the study of some of the composers, the operas, and the music itself. As a conclusion for one period of study, the rhythm band gave a concert in May for which the children made new drums, badges and caps.

Games — Individual and Group. In the playgrounds and in the playrooms we are teaching games and plays that children learn in school so that these handicapped children may find out for themselves in what games they may participate without feeling the embarrassment of a disability. We have also taught games which are played on the sidewalk and in the home yard. Some games have used such homey materials as cardboard boxes, clothespins, coffee cans, jar rubbers, etc., so that the children may find these things at home and by knowing the possibilities may help to solve the toy problem in many families.

We use many individual and couple quiet games for both bed and ambulatory children such as checkers, dominoes, spinning games, ball games, and balls. Many shy, homesick children make friends and become leaders with the help of toys and games. It also helps to teach these children the use of leisure time during long periods of convalescence.

Children's Literature and English. There are various methods by which we have introduced our Children's Literature plan. In the playrooms we have inaugurated a story hour twice each day. Whenever it is possible the children are grouped according to age level. Sometimes the younger children are read to by the older ones. The teachers read to individual children as often as possible when the time allows.

Through picture study and projects we carry on conversation periods the outgrowth of which is often original stories and poetry. The dramatization of original or familiar stories adds to the children's knowledge and enjoyment. This has been worked out with a delicacy of feeling by our teachers who sometimes must enact various parts themselves while bed children speak the lines. Puppets, marionettes, story figures, and miniature theaters increase interest in children's stories.

With some children we leave books so that they may read when they find leisure time.

Art Work. In conjunction with our projects, we carry on all types of industrial and fine arts. Free art is emphasized in painting, drawing, and coloring. This is done through finger painting, easel painting and drawing, coloring on paper and cloth. For modeling we use clay, soap, paraffin, wall paper cleaner and soft wood.

No craft work is taught for the sake of the perfect product in itself but rather as the child's own form of expression. Woodworking is carried on for the most part in the Galen Shop. Sewing and weaving are also used as a medium of expression in both individual and group projects. Paper construction, cutting, pasting and all forms of elementary art work such as are carried on in the public schools are given these children in conjunction with their project and academic work.

For a small group of special students one teacher is giving a course in Fine Arts for which some of the students are receiving high school credit.

Free Play. Sand tables, the pool, and housekeeping equipment have aided us materially in the furthering of free and dramatic play by these handicapped children. Through them they have kept in contact with the outside world which soon fades in their memories after months of hospitalization. Many construction toys such as erector sets, tinker toys, building sets, preschool peg boards, towers and the like have made it possible for

these children to choose their own plaything.

The vehicles on the roof and the playground have caused some difficulty and the traffic problem became acute in several instances. The boys handled this themselves by signing up for vehicles, issuing driver's licenses, appointment of a traffic cop and taking into court the unruly drivers. It is a gala day for everyone when a boy tries out his new artificial foot and finds that he, too, can ride a tricycle.

The Project Plan

Practically, our program is very definitely outlined. The first of each month the workers on the various units plan projects which will fit the needs of the individual child as well as those of the group. The project must be so designed that the child who comes into the hospital after the project has been launched will feel an integral part of the activity, and the child who leaves will feel that he has gained from having been included in this program. It must not only provide an occupation for the long days of hospitalization, but must also give actual knowledge and act as a stimulus for further study.

Stafford H.—, age 5, was unable to use his hands but started beginning reading with us by dictating a group of poems to the teacher and learning to read them. He became a leader in the group as he was included in each project to help with suggestions and plans. Later we discovered from his home school that the shy child had become a leader there also. Upon his return to the hospital he brought us many new and interesting songs which he taught the children here.

Albert, age 13, had outgrown the group and was having difficulty adjusting himself. He organized the police department to take care of traffic regulations in the group. As Chief of Police he learned to issue orders, to use his own judgment, to employ self-control, and to handle other people. It was distinctly a case of the development of social intelligence.

If a child becomes interested in some phase of the monthly project he may go on with this as an individual study. This is exemplified by a boy of twelve who became intrigued by the study of astronomy, and of stars in particular, as an outgrowth of the study of the shape of the stars on the kite he was making. The group was studying the toys of the children of Holland, and this one boy wanted stars of "real shape" on his kite. This led to the arousing of interest, the seeking for information, and the further study of the planets.

Extra Services

Besides the regular service, for the Youth Group last year we offered a short course in prevocational education which included instruction in watch repairing. This course was given by an expert in watch repairing who gave a bird's-eye view of the inside of a watch as well as the skills needed by a watchmaker. It was an interesting and worthwhile experiment.

During the winter months, a movie service is offered to many patients and special holidays are celebrated with emphasis placed on Christmas. At this time each patient receives a remembrance with well filled Christmas stockings for the children.

The hospital now boasts of two Scout troops, one at Convalescent and one at Main Hospital. This represents an attempt to link the patients of the hospital with outside life. While they are here they are given the opportunity to continue in some degree their Scouting activities, or if they have never participated in a Scouting program, an attempt is made to point out to the handicapped boy the various phases of Scouting in which he can participate.

Thus it may be pointed out that the function of the Special Education Department of University Hospital is twofold — that of the home and that of the school. As the small child playing in the home is building up a socially useful personality, and as he carries to his school work the same serious attitude which he has developed through his play at home, so we continue to lay the foundations for a good mental hygiene. Play should never be considered as an extra-curricular element in education. Play *is* education and through play the child develops his habits of life, and his adjustment to the social situations in which he is and will be involved. The play of the child is the preparation for good citizenship in the developing of patriotism, loyalty, fair play, which are learned and relearned by the adult according to his training. It is through play that we are helping these handicapped children to continue their adjustment to life which may be far more difficult than that of the normal child. The handicapped child is forced to make a complicated adjustment which includes not only the mental, mechanical and personality development but also the adaptation to his own handicap.

(Continued on page 51)

Experience in Citizenship

Camp Fire Girls find out for themselves what recreational opportunities are being provided for them and for other young people in their communities, and make suggestions on what is needed.

By C. FRANCES LOOMIS
Editor
Department of Publications
Camp Fire Girls, Inc.

THE SCENE is a dinner attended by the mayor and three members of the City Council. The hostesses are eighteen Camp Fire Girls, average age — seventeen; members of Towanka, the club of the older Camp Fire Girls in Reading, Pennsylvania.

There were sixty-five guests at this dinner, among them the head of the recreation department, the president of the school board, the head of the community chest, and other members of these organizations, library officials, the editor of the newspaper, the curator of the museum, representatives of service clubs, members of the Camp Fire Girls Local Council, and representative business men and women. These guests not only honored the occasion with their presence, but with true community spirit they paid for their own dinners!

Why were they there? To hear the reports of the girls who had been making a survey of the recreational opportunities of the town, and their recommendations as to what was needed.

The president of the Local Council of Camp Fire Girls introduced the president of Towanka and from then on the meeting was in the hands of the girls. The girl president explained that the girls had been looking for the answer to the question "What does my community do for me in the way of recreation?" Six committees had been at work on schools, playgrounds and recreational centers, parks, libraries, museums, and special projects. The chairman of each committee then made her report. She gave information about the recreational opportunities in the area her committee had investigated, whom they served, who paid for them, how they were managed, who had been responsible for their establishment and development. She concluded by pointing out needs for further development in her particular field.

Some facts were brought out that were new to many of the people present and the newspaper editor, feeling that this information would be of interest to the public, asked for copies of the reports, which were printed as a series of six articles in *The Reading Times*.

Each committee felt that there were special needs in its particular field but the girls all agreed on one need to present to the mayor on this occasion. This need was for more recreational centers and they told the mayor where they felt these were most needed and what schools might be used. Mayor Stump asked Betty Glaes, the chairman of the committee making that report, some very pertinent questions about how this might be managed and she gave him thoughtful and practical answers. Some of the guests thought, because of Betty's poise and the soundness of her answers, that these questions had been rehearsed beforehand, but they were entirely impromptu. Betty was able to answer the mayor's questions because she had, with the other girls on her committee, personally gathered the necessary information and given the subject careful thought. The mayor took the reports with him for further consideration and the girls, of course, will be very proud if their recommendations bear fruit.

The activity has already borne fruit as far as the girls and the community are concerned. The community is better informed about its recreational opportunities and needs. The girls are not only better informed but have a deeper feeling of interest and responsibility as citizens.

Each committee had an adviser in its particular field and the girls' contact with these men and women in responsible positions was an enlightening and enriching experience. Mr. Thomas Lantz, Director of the Reading Recreation Depart-

All around the world the Camp Fire Girls this year are celebrating their Silver Jubilee. More than two million girls have followed the trail to happiness along which the seven crafts have led them for the past twenty-five years.

ment, acted as adviser for the whole project and the girls are most grateful to him for his help and guidance.

There was another question that the girls were asking themselves—not just what does my community do for me, but what can I do for my community? In answer to this they made out a service calendar, setting down the ways in which Camp Fire Girls have been of service to their communities and suggestions for other ways in which they could be helpful. They planned and carried out a service project which, because they had started out on their undertaking just before Christmas, took the form of toy collecting and mending. They asked the Boy Scouts to help them with this and gave a dance for them afterwards.

We've sketched the story of this informal survey of recreation made by the Camp Fire Girls in Reading, but in other towns all over the country the girls were doing the same thing. The same, only different, because each group of older girls took the survey suggestions as sent them from National Headquarters and did what they pleased with them.

Dr. Harry A. Overstreet, commenting on the reports of community needs made by the Camp Fire Girls said: "I think you have hit upon a great idea in these projects. You are taking the dullness out of citizenship. These reports all have a zest to them. The girls enjoyed doing what they did. They saw with their own eyes and interpreted with their own brains, and they had a happy time doing it. . . . I think of no greater service to our nation than to get young people enthusiastic about opening their eyes and their minds to what their communities do and need."

These "older girls" in Camp Fire are girls who have been members for several years, who have enjoyed earning Honors and Ranks, who want to continue their connection with Camp Fire, and are particularly interested in service and citizenship. They like projects of their own, and this one was outlined at the request of the older girls' groups. We sent it out to all of them to do with as they wished. Some of the groups did not undertake it because of other activities they were more interested in at the time, and that was quite all right because there was no pressure on the girls to participate. Others went at it with a will, each group adapting it to meet their special interests and local situations. Their reports show variation in methods and results, though all followed the general plan of dividing into committees to gather information and pooling this information in the final report.

Their findings, of course, are quite different for different cities. It is interesting to note the needs they discovered and the recommendations they made. The Spokane, Washington, girls asked that the swimming pools closed during the depression be reopened, and pointed out that a civic auditorium where large public meetings could be held was much needed. The report was made by the girls at a luncheon meeting of the Chamber of Commerce attended by two hundred and twenty-five prominent men and women of Spokane. This program was broadcast over a local station. In Sherman, Texas, they also felt the need for a community house where meetings could be held, with club rooms, swimming pool, and tennis courts. This report was made to the Sherman Civic Club. In Denver, the girls invited people prominent in the recreation field to a luncheon meeting. The fathers of the girls were also guests. At this meeting the girls reported that "a park in the heart of lower down-town is badly needed for the benefit of the Negroes and foreigners living in that section. They have nowhere to go in their leisure time and since that part of town is very over-crowded it would be a blessing to have a park." Those present agreed strongly with the suggestion and a committee was formed to discuss this with the board of managers of the city parks.

The same feeling of need for recreational facilities in underprivileged sections of town was expressed in the Dallas, Texas, report. "Dallas has a great need for more schools, a park, and other places of interest and amusement in this section where the percentage of juvenile delinquency is high. There is a social center there but it is too small to meet the demands on it and badly in need of repair." Other recommendations made were for a library on wheels to service the outskirts of town, music for the city orchestra, a new wing for a crowded museum, more people to supervise recreation in city parks, field houses for indoor recreation, and housing equipment.

The reports themselves were very attractively presented in book form with interestingly deco-

rated covers and accompanied by photographs, news clippings, and folders gathered by the various committees during the course of the investigation.

Probably the significant feature of this activity was that it was carried on entirely by the girls out of their own interest, without adult pressure but under the guidance of their chosen adult advisers. The average age of all the girls taking part in the project was fifteen and a half.

It is particularly fitting that the girls who have had experience in Camp Fire should be carrying out this project this year, the twenty-fifth anniversary of the founding of Camp Fire Girls. Dr. Luther Gulick, leading spirit among the founders of Camp Fire Girls and our first president, was a pioneer in the field of recreation and a lasting influence in its development. He was president of the National Recreation Association (then the Playground Association) from 1906 to 1910, and during those years gave inspirational impetus and practical guidance to the movement which has advanced steadily until today our large cities and many of our smaller towns have parks, playgrounds and recreation centers. Most of the recreation centers and playgrounds that the girls visited in connection with this project owe their very existence to the continuing influence of the Playground Association.

Dr. Gulick believed in practical training for citizenship through experience and this philosophy of education and character building was embodied in the earliest plans for the Camp Fire Girls program. He said: "The sciences that may be taught in school do not equip the child with the social attitudes that are demanded of the adult in a modern community. She must have opportunity for experience and responsibility." And that opportunity was provided for in the community service activities included in the first program.

It is interesting to read in a book published this year and sponsored by the Progressive Education Association, "Youth Serves the Community," statements of today's educators which embody the same thought. Dr. William Kilpatrick says in his introduction: "We wish then an education, if possible, of old and young together, to help us in the critical day ahead to bring about a better state of society in this country of ours. Something positive must be done. Cooperative community activities constitute one line of attack." And Dr. Hanna, the author, says: "To harness the energy of youth to the task of progressively improving conditions of community life—that is the supreme challenge to educational and social statesmanship."

It is sometimes difficult, however, to find opportunities for cooperative community activities. Dr. Caroline Zachry, speaking at our Executives' Conference, said that one of the stumbling blocks in the way of making the social studies vital in the schools was this difficulty in giving young people actual experience in community life. This project, just completed by the older Camp Fire Girls, is such an experience in citizenship, carrying forward in 1937 the philosophy of education incorporated in the Camp Fire Girls program by Dr. Gulick and his fellow-planners twenty-five years ago.

Courtesy Atlanta, Ga., Girl Scouts

Saving Pennies

You may think they're just worthless old baseball bats you're throwing away, but you're really discarding hand looms, forks for camp, and legs for Cinderella stools!

By ZORA JOY GIFFORD
Recreation Department
Houston, Texas

LAST SUMMER it was a bat for brother Billy; now it's a stool for sister Susie! Such is the life history of many unique pieces of equipment and handcraft articles made recently in the workshop of the Houston Recreation Department.

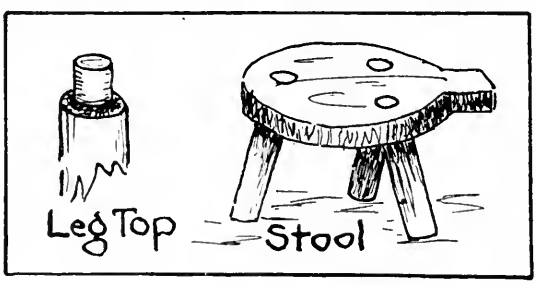
Though at the time no one saw the value of it, nevertheless the broken baseball bats returned from the playgrounds were thrown into a corner of the workshop and saved. It was a happy "hunch," for when requisitions for hand looms on which to make purses, table mats and other small woven articles began to flood the offices of the Recreation Department "necessity became the mother of invention," according to Mrs. Fred Browne under whose supervision the miracle was performed, and old bats suddenly changed into hand looms!

The wood in baseball bats is carefully selected for durability and straightness, making it serviceable in the construction of the looms. And so it was that the same old bat with which little Billy knocked home runs last summer on the playground became, under the skilled workmanship of the artisans in the Department's workshop, an efficient hand loom for sister Susie.

After the workers had discovered the possibilities which the bats offered they began casting about for other projects in which they might be used. Long lengths of wood, it was discovered, were adapted to the making of camp forks, while shorter lengths worked up nicely for the legs of little Cinderella stools.

The Cinderella "pick up" stool is made from a piece of wood 16½" x 13½" x 1½" and an old worn, but not broken, bat or parts of two bats. The large piece of wood is cut in the shape indicated in the diagram to form the seat. The small tab is the "pick up" handle. The bat is cut into three pieces of equal length which are whittled or turned on a lathe until they are 2 inches in diameter. Three holes 1 inch in diameter are bored at a slight angle through the seat and are so placed that they are equally distant from each other. One end of each leg piece is then cut as in the diagram. The peg is 1¾ inches high and 1 inch in diameter and just fits into the holes bored into the seat. The legs are glued or nailed into the holes, and the stool is sandpapered, stained and waxed.

Old baseball bats have a part in the construction of Cinderella "pick up" stools



And More Followed

Out of the same workshop which turned out these novel looms, stools and forks have come many other interesting articles. Game boards for checkers, Chinese chess and many other table games, puzzles, box hockey equipment, hat racks for community centers, file cases, attractive posters, and even novel musical instruments pour out in an unending stream. It has become almost axiomatic for the playground director, not possessing a piece of equipment he needs, to ask if it can't be made in the workshop. A very good example was the recent need for small block-printing presses with which to print the blocks used in the annual report. A pattern was brought in and very shortly thereafter three little presses modeled after it were busily hammering away at the annual report.

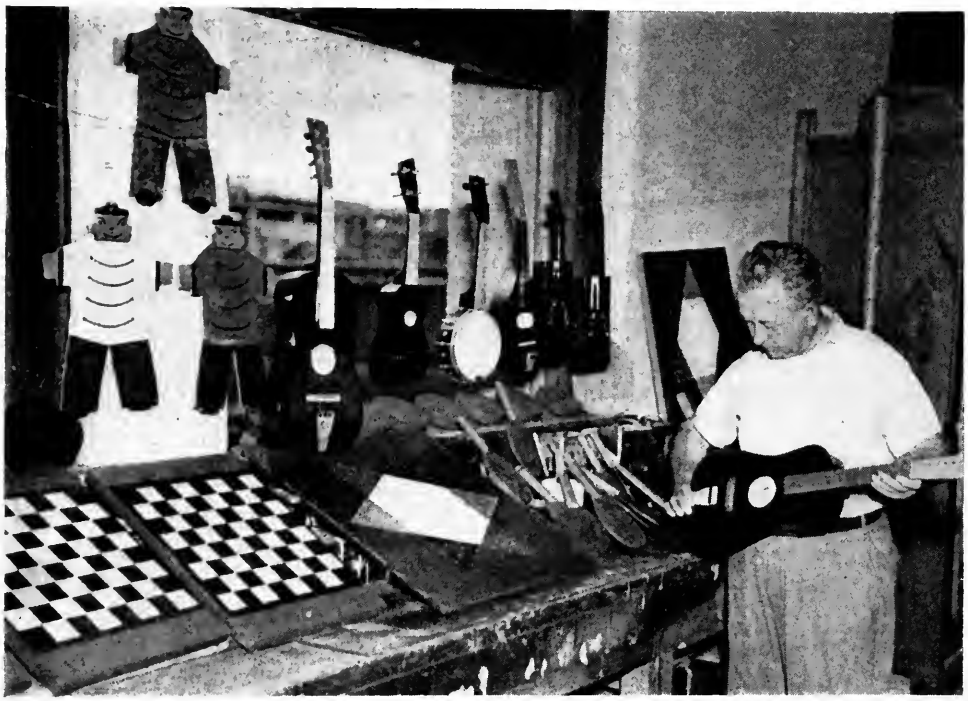
For pieces too large to be cut from baseball bats, especially large flat pieces, the workshop carpenters have resorted in most cases to prune boxes, orange crates and scraps of lumber discarded from larger pieces of construction.

Utilizing scrap material found around the workshop, Mr. Charles Corbin, who has had considerable training and ex-

perience in constructing and repairing musical instruments, deftly creates banjos, mandolins, ukuleles, guitars and even one-stringed Japanese fiddles. The only parts of the instruments not made in the workshop are the strings. In addition to these instruments, which were made at small cost, Mr. Corbin has repaired ukuleles, violins, victrolas and pianos which have been given to the department, making possible music clubs which might not otherwise have come into being.

Something Else for Nothing!

Another example of "something made of nothing" is the equipment in the pottery shop built by Mr. S. J. Hart. The kiln is of beehive style with a down draft which burns gas and is one of the few kilns in the vicinity of Houston. It was built of bricks taken from an old building which was being dismantled. The three kick wheels used in the pottery shop were assembled from pieces of old automobiles — wheels, cranks, bolts and nuts. The pottery shop has filled a very important and interesting place in the program of the Recreation Department, making it possible for housewives, art students, teachers and others to create and have beautiful pieces of handmade pottery.



A glimpse at the contents of the workshop shows how varied are the articles made from waste materials

The following figures show the cost of building the kiln and kick wheels:

Second-hand fire brick for kiln	$15.00
Lime and clay, approximately	4.65
Homemade burner and valve	5.00
Asbestos	11.10
Pipe and damps	13.60
Welding three kick wheels, bolts and nuts, bending and welding axle	10.50
Total cost of materials, kiln and three wheels	$59.85

In common pottery, Mr. Hart, creator of the kiln, points out, there are two kinds of clay: fat clay, which is sticky and plastic, with a high shrinkage which may be reduced by mixing with clean white sand, and open clay, which is sandy and in some cases has to be mixed with fat clay to make it plastic enough to work easily.

To mix clay, water should be added until it is about as thick as cream. Mix with the hands and break up all lumps. Then strain through a fine cloth to remove any gravel or lime rock, as glaze will not stick to lime rock and in damp weather the rock will expand and crack the glaze. Pour clay into a heavy canvas bag and put through a press if one is available. If not, pour the liquid clay onto a table and let it stand until it is dry enough to use. If an old electric coffee grinder can be secured, clay may be dried as it comes from the ground by grinding it. It can be ground as finely as necessary, then mixed with water to the right working condition. By this method the lime becomes so fine that it gives no trouble.

Pottery should be dried in a closed room. Don't dry it in the sun, in wind or direct draft. Drying near a stove will cause uneven shrinkage, cracking or warping. Don't try to rush the drying pro-

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"People Laughed"

"PEOPLE LAUGHED that evening for the first time."

This remark was repeated many times as the Public Recreation Commission of Cincinnati, Ohio, swung into action at forty-two refugee centers during the recent flood disaster.

Emergency Recreation in Cincinnati

The Recreation Commission was designated by Disaster Administrator Dykstra as the official agency in charge of recreation activities for flood refugees after its services had been requested by Mrs. Ella Brown, Executive Director of the Cincinnati and Hamilton County Chapter of the American Red Cross. Robert E. Coady, the Commission's Supervisor of Playgrounds, was put in charge of the emergency program and with the assistance of other members of the supervisory staff of the Commission he accomplished an outstanding piece of work. As the Commission had no funds with which to employ leaders, nearly all of the workers were selected from the WPA and NYA workers normally working with the Commission. These leaders had already been given a limited amount of training through the federal agencies and the Recreation Commission and had gained experience in working under the supervision of the regular staff for periods ranging from a few weeks to several years. In addition to these workers there were many volunteers and a number of school teachers who offered their services through the Cincinnati Teachers' Association.

The Program. A recreation program was provided at each center for all ages, creeds and races, and activities were conducted from 8:00 A. M. to 8:00 P. M. or later. Here at the centers were thousands of people held in the grip of despair. Their need for food and clothing had been met. Behind them were days and days of anxiety; ahead of them were many days of confinement at the refugee stations—days of inactivity—days and nights of worry over lost possessions, of bewilderment and uncertainty about the future. Obviously a recreation program which would divert the attention of adults to games, dancing or music would give them emotional release. Equally important was a program of play for children.

Through the WPA Federal Art Project, which had been working closely with the Public Recreation Commission, the services of orchestral, dramatic and vaudeville units were secured to give programs at the refugee centers. In the larger centers entertainments were given three times a day, at medium sized ones, twice a day, and at the smaller ones, once a day. At Stowe and Washburn, for example, where at the beginning of the disaster more than 2,000 people were quartered, a a symphony concert was arranged in the morning, a vaudeville entertainment in the afternoon, and a dance or movie at night.

There was an excellent response from volunteers for the entertainment program. The movie operator at a local theater, having read in the papers of the entertainment program, offered his personal talking machine equipment and for more than a week gave two or three shows daily. Learning of his offer, other movie operators volunteered until there were five outfits visiting the stations. These entertaining units in some instances worked continuously from one o'clock in the afternoon until nine at night. Every unit volunteered to work as often as their services were needed.

Between Friday, January 15th and Monday, February 15th, engagements involving 68 vaudeville entertainments, 23 concerts by the symphony orchestra, 15 concerts by the band, and 87 by the dance orchestra, had been filled. Approximately 63 moving picture performances were given and there were 18 performances of a miscellaneous nature by magicians, instrumental trios and other groups.

Recreation has come to be recognized as a necessity in normal times — one of the essential municipal services along with Education, Public Health and other governmental functions.

What of recreation in times of such disaster as we have just suffered? Does it measure up?

During the recent floods recreation departments performed outstanding service in helping to maintain morale, to bring laughter to many who thought they had forgotten how to smile. It is impossible to present in this brief article any adequate picture of the part played by recreation departments and similar groups, but we are happy to give our readers a few of the highlights from reports which have come to us.

Recreation workers everywhere may be very proud of the valiant service performed by members of their profession in the flood areas.

At most of the centers the recreation leaders gave a great deal of attention to helping the flood refugees provide their own entertainment. There were spelling bees, tap dancing contests, checker tournaments, and choruses recruited from refugees. At the Stowe School refugee center several choral and entertainment troupes were organized to go to other refugee centers to put on programs. On pleasant days athletic games were arranged out of doors on the school grounds or playgrounds adjoining the centers. When the weather permitted children were taken for hikes.

At some schools the workers necessarily faced the problem of lack of adequate yard space and indoor recreation facilities. In one center where there was no gymnasium and no suitable space available, the recreation program had to be carried on in a portion of one of the halls and in a play room no larger than an ordinary classroom. Even there, however, the resourcefulness of the recreation leader in charge was equal to the situation. Athletic games were worked out on the basis of modified rules, and the small school yard was used for the type of games that can be played in a small space.

As a sample of the recreation program in operation at the refugee centers, the following outline of activities at Washburn School is offered:

KINDERGARTEN
Regular kindergarten activities—lunches at noon

GIRLS 8-12 YEARS (Room No. 25)

Jacks	Assorted quiet games
Rope	Lotto
Checkers	Puzzles
Handcraft	Kickball

BOYS 8-12 YEARS (Room No. 26)

Dominoes	Puzzles
Checkers	Reading
Paddle tennis	Active group games
Boxing	Assorted quiet games

GIRLS 13-17 YEARS (Play Room and No. 27)

Kickball	Assorted quiet games
Handcraft	

BOYS 13-17 YEARS (Gymnasium)

Basketball	Boxing
Volleyball	Group games

ADULTS (Room No. 1)

Cards	Checkers
Dominoes	Reading

READING ROOM (Room No. 23)

Books	Puzzles
Magazines	Story-telling
Pictures	41 letters written to relatives

SPECIAL ENTERTAINMENT (Auditorium)

Movies	Band
Orchestra	Vaudeville

HALL PATROL
(A man was assigned to each hall to keep the group moving, directing the people to the proper rooms)

NATURE STUDY

SUNDAY SERVICES
Four Sunday School services
Two worship services
One song service

Property Damage. Tam Deering, Superintendent of Recreation, in his report on the emergency service has stated that twenty-three of the commission's properties were under water during the flood, the total area approximating 400 acres. While considerable damage was done to the commission's buildings and grounds, the losses were slight in comparison to those sustained by private citizens having business properties or homes in the flood area. The only recreation building which was very seriously damaged was the West End building which had not been constructed as a recreation building but was a temporary wooden structure which had been made over for use as a shelter with beaver board used for partitions.

The vigilance of the commission's workers by day and night was responsible for the limited damage done. At one building, which was the concentration point for supplies, in spite of the fact that there was a yard full of material, so diligent and alert were the employees that even piles of sand and gravel were not lost, and practically nothing was permitted to float away. All perishable articles were moved to the upper stories of the building.

Similar care protected the furnishings and properties at the C and O grounds where it was necessary to move all of the supplies, equipment and furnishings from the first floors of the main buildings and temporary buildings. While the flood waters moved swiftly into the colony buildings holding the various exhibits and the branch of the natural museum at the C and O grounds, nothing was injured. Truck loads of valuable specimens and show cases were moved. The commission would have sustained very heavy losses at this location had it not been for the extraordinary activity of the employees.

Louisville Rallies Its Recreational Forces

Louisville, Kentucky, hard hit as was Cincinnati by the flood, immediately rallied its recreational forces, and workers of the Recreation Division of the Park Department under the leadership of Walter R. H. Sherman, Superintendent of Recreation, worked unceasingly day and night. When it became evident that the regular recreation program could not continue all the workers

were asked to report at the welfare office to aid in flood relief activities. Their knowledge of the city, their experience in handling large groups massed in centers, their ability to organize, made them invaluable workers at tasks ranging from typing to rowing boats, from cooking to organizing relief centers. All members of the Negro staff and a majority of the white staff were themselves refugees, separated from their families and in many instances unable to communicate with them. Without proper clothing for the work they were called on to do and under great mental strain, these workers carried on in a spirit of cheer and good will. "All of the men on my staff working with me," writes Mr. Sherman, "did not change their clothing for eight days, working without sleep until they were exhausted."

During the flood period, while helping with the relief program, the Division of Recreation workers conducted recreation programs which did much to improve the morale of the refugees. Typical of them all is the program conducted at one of the schools used as a relief station.

CHILDREN UNDER TWELVE

Dramatics (story play)	Singing
Active games	Story hour
Quiet games	Nursery school (held each day from 10:00 to 1:00)
Handicraft (cut paper work, valentines, paper circus)	

CHILDREN OVER TWELVE

Dramatics (stunts)	Hikes
Punch ball	Mass games
Basketball	Quiet games
Touch football	Singing
Baseball	Handicraft (weaving, spatter work, silhouettes, etc.)
Tumbling	
Game room	Social dancing

(At the request of some of the older boys and girls a Refugee Club was formed to sponsor dances or "socials" as they called them.)

ADULTS

Game room (cards and games collected by Boy Scouts in community)
Reading room (books and magazines collected by Scouts)
Religious services (conducted each evening by seminary students)
Spiritual singing
Weaving (mothers)

Daily staff meetings were held when the program was planned by the staff. Any suggestions from the people were followed. The following is a detailed program conducted daily:

8:00-10:00	Breakfast
10:00- 3:00	Supervised recreation program
3:00- 5:00	Supper
5:30	Story hour (conducted by volunteer workers)
7:00	Religious services (conducted by seminary students)
8:00	Singing of spirituals (led by Mr. Paul Barbour of Simmons University who was a refugee)

At no fewer than twelve centers programs were conducted consisting of singing, quiet games, stunts, impromptu entertainment and social recreation. At seven of the centers members of the staff not only conducted recreation but directed and supervised all phases of relief work.

In Other Cities

At Evansville, Indiana, the City Recreation Department and the WPA Recreation Project joined forces to supply recreation equipment, leadership and entertainment. At the refugee station organized by the Red Cross entertainment programs consisted of concerts by WPA bands and orchestras, minstrel shows, community sings, skating exhibition, movies provided by the Y. M. C. A., puppet and marionette shows, clown acts, music and dance numbers furnished by the refugees themselves. A typical daily program follows:

9:00-10:30 A. M.—Active games
10:00-11:30 A. M.—Outdoor games
11:30-12:30 P. M.—Noon meal
12:30- 1:00 P. M.—Free play
1:00- 1:30 P. M.—Outdoor walks
1:30- 2:30 P. M.—Quiet games and handcraft
2:30- 4:00 P. M.—Active games
4:00- 4:30 P. M.—Story-telling
4:30- 5:00 P. M.—Free play
5:00- 6:00 P. M.—Evening meal
6:00- 7:00 P. M.—Games for small children
7:00- 9:30 P. M.—Night program consisting of the following:
7:00- 7:30 P. M.—Old time dance music
7:30- 8:30 P. M.—Magicians, tap dancers, clowns, etc.
8:30- 8:50 P. M.—Moving pictures
8:50-10:00 P. M.—Dancing—music furnished by dance orchestra

Most ingenious use was made of the material available. As yarn was easily obtainable in Evansville, honeycomb mats were made in quantities, and new classes were formed to continue instruction. The Recreation Department was quick to salvage damaged material for the use of the handcraft program. Pianos, radios and discarded furniture were collected, and screws, wires and all parts for which any possible use could be imagined were saved and new projects devised for their use.

Recreation departments in cities outside the flood areas did their part. When 2,000 refugees were sent to Lexington, Kentucky, to be housed in churches of the city, the local recreation department immediately set up programs. In Centralia, Illinois, the director of recreation had supplies on hand and an organization set up before the call came, and 200 refugees housed at the community center were provided with a recreation program. The Chicago Park District collected a

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Theodore Wirth—
Pioneer in Park Planning

"The story of Theodore Wirth is the story of American progress. He is a pioneer who has lived to see the fruits of his work."

By JAMES F. KIELEY
Washington, D. C.

FORTUNATE INDEED is the individual who finds his calling, and no less fortunate is the field to which he makes the contribution of a life's work.

For Theodore Wirth, who retired on November 30, 1935, after serving for thirty years as general superintendent of parks of Minneapolis, Minnesota, the choosing of a career presented no difficulties. From the time he was old enough to appreciate the exhibits in a florist's shop opposite the home of his parents in Winterthur, Switzerland, he knew that horticulture was his vocation.

It was no accident, then, that Theodore Wirth became an international figure in the field of park planning and development. He is a planner who has planned his own life as he has planned his park projects. His career constitutes one of the most important contributions made by any individual to the cause of public recreation.

When Mr. Wirth reached the age of seventy-two, his retirement from public service became mandatory. But the City of Minneapolis refused to bid farewell to the man to whom it owes its splendid park system. Mr. Wirth, by action of the Board of Park Commissioners, continues to act as superintendent emeritus without fixed salary, duties or responsibilities, but with certain privileges in return for his consultation and guidance. When he gave up his office he left with the Commissioners a comprehensive report on a metropolitan park system for Minneapolis which he had conceived and planned. In this report he placed emphasis on the need for recreational areas and facilities near large centers of population.

His Early Life

Theodore Wirth was born on November 30, 1863, in Winterthur, Switzerland, the son of Conrad Wirth, a school teacher. As a school boy he showed marked leaning towards horticulture, and spent most of his leisure in the greenhouses and gardens of his florist neighbor. As soon as he had finished his high school course he became an apprentice in the establishment of Stahel Brothers, nurserymen, florists, and landscape gardeners, at Flawil, St. Gall, one of the leading horticultural firms in Switzerland. After his apprenticeship of three years, he took a special course in engineering at The Technicum in Winterthur. This made him a professional gardener.

One of Mr. Wirth's first jobs was in 1883, in the landscape department of the National Exhibition in Zurich where he assisted in the laying out and maintenance of the exhibition grounds. Next, he went to London, England, where he was employed for two years by a grower and florist. His work for this firm in arranging windowbox decorations for private residences in all parts of the city took him daily to the Covent Garden flower market. After working for a few months in the orchid houses of Sanders & Company, St. Albans, he went to Paris in 1886 and was employed in the Jardins des Plantes and later with a commercial establishment. He returned to Switzerland to take a position on a large private estate near Constance, and in the winter of 1887-1888 entered the service of the City Gardener of Zurich in order to be able to attend night school in that city. Mr. Wirth had decided to go to America, and his night school studies were courses in English.

In April, 1888, Mr. Wirth landed in New York. In order to establish himself in the New World he worked for a short time for a private gardener in Morristown, New Jersey. He had been promised a position in Central Park, New York City, and while waiting for this job to become available he worked for a rose grower in South Orange, New Jersey. By summer his New York

municipal position became a reality, and he worked in the New York Park Department greenhouses, and with the planting and forestry crews for a year. His leisure, as before, was devoted to study, for by this time he had decided to specialize in the branch of landscape gardening. Aided by his knowledge of engineering, and assisted by Sam Parsons, superintendent of parks; and J. F. Huss, general foreman of construction, he advanced rapidly in the department. During the construction of Morningside Park he was promoted to the position of foreman.

Politics upset Mr. Wirth's career in the New York Park Department when, with a change of administration, he was retired from the service with hundreds of other employees. With Mr. Parsons' recommendation he obtained commissions for the improvement of several private estates on Long Island, in Connecticut, and along the Hudson River, and later found employment with the State of New York at Niagara State Reservation. It was during his stay on Long Island that Mr. Wirth became acquainted with F. H. Mense, former superintendent of Danas Island and the Perkins Estate at Glen Cove. In June, 1895, he married his friend's daughter, Miss Leonie A. Mense.

"For his farsightedness as revealed in the conception of his plan and the expression of his ideas; for his ability as a designer and an efficient administrator; for his consideration of the most effective use of park properties for all of the people, Mr. Wirth has always been held in the greatest admiration by this Board. He has been an ideal public servant—but beyond this, individual members of the Board take the greatest pleasure in acclaiming the characteristics of the man. Enduring friendships and sincere love and esteem are bound to result from frequent association with him, as evidenced by our co-partnership in building the park system." — The Park Board of Minneapolis in its testimonial to Mr. Wirth.

His Work in Hartford

Mr. Wirth's first big opportunity came with his appointment, in the spring of 1896, as superintendent of parks of Hartford, Connecticut. A new park commission had just been organized and the constructive period of the city's park system had just begun. Here was the chance, then, that Theodore Wirth had planned and studied for—the chance to build a park system. Taking plans provided by Olmsted and Elliot, the architects for the Commission, he completed the job in ten years. Elizabeth Park, one of Hartford's favorite recreation areas, came into the system subsequent to the drafting of the original plans, and Mr. Wirth himself designed and established that park. One of its outstanding features is the Rose Garden which has won national recognition as one of the finest gardens of its kind. The idea of establishing turf walks in the garden was also conceived by Mr. Wirth.

The Hartford chapter of Mr. Wirth's career established his reputation. In 1905 he received an invitation from the Park Commission of Minneapolis to look over the park system of that city and to consider acceptance of the superintendency.

On to Minneapolis!

As with many a man at a crossroads in his career, it was not easy for Mr. Wirth to make a decision on that offer. He explained to his Board shortly before his retirement: "When, in 1905, Mr. C. M. Loring invited me to pay him a visit to consider the acceptance of my present position, I was at first disinclined to accept. It rained every day during my stay and everything looked uninviting except the people whom I met, who were very kind to me. When I left here, I had in mind to reject the position offered, but on my long journey home, however, I constantly saw before me those lakes, the river gorge, Minnehaha Creek, the falls and glen, and the many other natural attractions and the possibilities for their betterment in the public service, new acquisitions, new creations, work among friendly people for a well-organized, non-political Board of Park Commissioners. By the time I reached home I had gained a strong desire to accept—not that I did not have a host of friends in dear and beautiful Hartford; not because I hadn't a splendid Board of Park Commissioners to work with. Not these—for Hartford, the birthplace of my children, is still very dear to me. It was the opportunity for new work that attracted me chiefly, the Hartford Park System having been practically completed during my ten years of service."

And so Theodore Wirth became superintendent of parks in Minneapolis early in 1906. For twenty-three years previous to that time the Park Board had been laying the foundations of the park system and had acquired approximately 1,800

acres of land, although few improvements had been accomplished. The need for park facilities was pressing in the growing city, and the Board realized that a full program of work must be pressed forward at once. Mr. Wirth undertook that job and developed a park system of 5,200 acres which included enlargement of Glenwood Park from 60 to more than 680 acres, with establishment of the nursery in the park and construction of Glenwood Parkway; the acquisition of Camden Park and its improvement as a highly-developed recreational area; the converting of the old King's Farm into Lyndale Farmstead with its central warehouse, its well-appointed storage facilities, workshops, and greenhouses; the acquisition and improvement of The Gateway as an artistic entrance to the city; the development of The Parade into a centrally-located, city-wide athletic field; the establishment of the Rose Garden, lilacs, peonies, perennial border, and rock garden at Lyndale Park to form the several units of a horticultural exhibit; the Chain of Lakes, comprising Lake Calhoun, Lake of the Isles, and Cedar Lake; the acquisition and improvement of Victory Memorial Drive and St. Anthony Boulevard; the paving and developing of Minnehaha Parkway; the acquisition and transformation of the swamplands of Lake Amelia and Rice Lake into the attractive and useful Lake Nokomis-Hiawatha Park area; the improvement of Powderhorn Lake Park; acquisition and construction of Armour, Meadowbrook, and Lake Hiawatha golf courses, and the establishment of a host of neighborhood parks and playgrounds, giving Minneapolis an enviable playground system. Another achievement during Mr. Wirth's administration was the acquisition and improvement of the Municipal Airport and the development of this field into one of the outstanding airports of the country.

"There is enough glory, satisfaction and happiness in what has been accomplished in the building up of the city's park and recreation system since the creation of the Park Commission 52 years ago to bring pride to the heart of every citizen. To the continuity of the service and the never-faltering policy of faithful, diligent foresight and economical administration of your Honorable Board is due the constant, steady and healthy growth to what we now have in our park system. . . . Your kindness and confidence in me have been an inspiration and constant encouragement in my endeavors and in my work. It seems as though it were but a few years since I came—and I am so thankful that I did come."—Mr. Wirth, in his reply to the tribute of the Park Board.

Parks Are for the People

Mr. Wirth's philosophy of park use has been that the parks are for the people. Under his direction of the system "keep off the grass" signs disappeared from Minneapolis parks, and he introduced playgrounds and other features of park utilities suitable for the intensive use to which municipal park systems must be put. Horticultural advancement in park work has been one of his chief aims.

One of the most important principles to which Mr. Wirth has adhered in his park administrative work is that the expense of facilities for any special interest, such as golf, together with the cost of operation and maintenance, should be met by those who participate in these specialized forms of recreation. He also insisted that no service in parks should be conducted for private gain, and remained opposed to concessions in parks. He advocated that refectories, boat, and other revenue-producing facilities be operated by the Park Department in the interest of the public.

A pioneer in many phases of planning, Mr. Wirth was one of the first to advocate beauty along highways. He never ceased to emphasize the importance of roadside improvement from the standpoint of appearance.

Honors Conferred

Mr. Wirth brought fame to himself as well as to Minneapolis through his park work, and he has received highest honors as a park planner and executive. He was a charter member and has long been a prominent and untiring worker of the American Institute of Park Executives and the American Park Society, of which he served twice as president and for a number of years as treasurer. At the 1934 convention of the institute he was elected to honorary membership. The Twin City Florists' and Gardeners' Club and the Minnesota State Florists' Association were organized largely through the efforts of Mr. Wirth, and he was the first president of the latter organization. His interest in flower shows never lagged, and in 1913 the Society of American Florists and Ornamental Horticulturists, of which he was vice-president,

(Continued on page 52)

Bead Craft as a Playground Activity

By MAURINE E. MADER
Assistant
Playground and Recreation Commission
Springfield, Illinois

WOODEN BEAD projects have proved a fascinating leisure time activity in our city. Children, men and women are all interested in making purses, belts, collars, bracelets, pins, buttons and head bands. In the varied types of bead work offered—weaving, knitting, crocheting, embroidery on canvas, porcelain bead mats, and many articles which may be made with wooden beads—there are projects to suit all tastes.

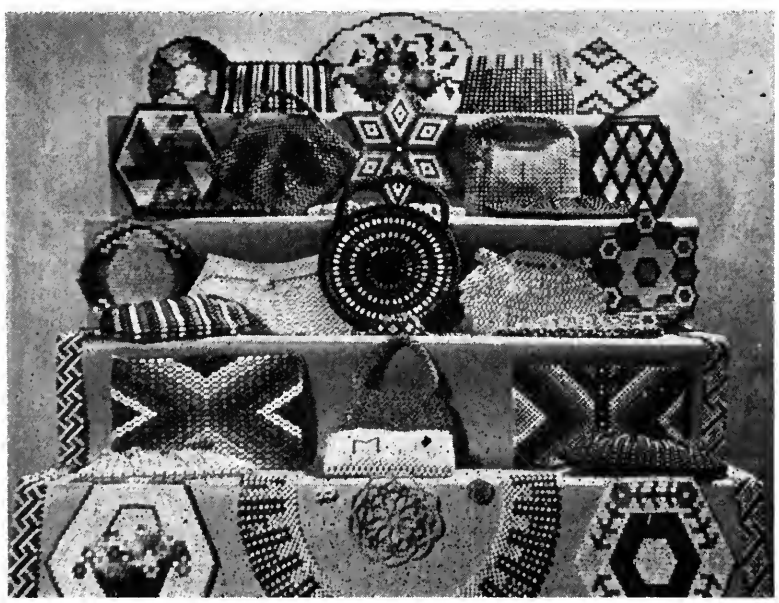
Wooden Beads. Wooden beads are imported and are made of hard wood. They come in many shapes—round, square, oval and flat, and in practically any color. They are finished so that they do not fade or rub off. Many useful and desirable articles may be made from them, and the art of putting the beads together can be mastered after a few minutes of practice. This craft may easily turn out to be your chief hobby or favorite pastime. Your own patterns and designs can be worked out on paper and colored with crayons so that you may see exactly how the finished product will look.

A bead loom, which the children can make out of a cigar box, may be used for weaving belts. Bead mats are a popular project and they may be made in many different shapes—hexagonal, round, square or scalloped. Any cross stitch design may be worked out in beads; baskets of flowers in cross stitch are especially well adapted for mat construction.

Equipment. Bead outfits may be purchased according to the project to be made. Kits are made up including beads, design, thread, needles, lining and zipper for purses. Equipment for mats may be purchased in the same way. Bead work may be as expensive or inexpensive as one wishes, depending on the article to be made and the variety of beads used. Bracelets may be made for as little as five cents, while belts cost from fifteen cents up, depending on the length desired. Purses for children may be made for forty-five cents up. While beads may be purchased for the individual projects, they may also be bought in lots of a thousand. After the participant has made some of the articles it is a little less expensive to buy in bulk, for it is possible to find at home materials suitable for lining purses or for use in connection with other articles to be made. We have found it desirable to sell the beads in lots of not less than a hundred though they may be secured in strings of fifty.

We use a waxed linen button and carpet thread which may be purchased at any notion department. We have had no trouble with thread breaking; we do, however, double it as this gives the article more body.

A few of the articles which have been produced in Springfield, Illinois, by the use of beads



Our Experience in Springfield

We started bead work as a playground project. It was an experiment with us and we wondered just how valuable a handcraft project it would be. We estimated the approxi-

(Continued on page 52)

WORLD AT PLAY

Courtesy Parks and Recreation

The Problem of Nature Vandals

ALONG with the new advance in nature recreation goes liability, Dr. William G. Vinal has pointed out. A further word of warning comes from a museum director: "I can but feel that all this sending of the general public into the country works havoc with the wild life. . . . The 'clearing up and improving' of the wilderness and the establishment of recreation centers spell the end of natural conditions. . . . The 'general public' cannot be educated to appreciate the wilderness and are for the most part vandals."

Camping in Indian Atmosphere

COLUMBUS, Ohio, is to have a new $50,000 camp for children, the contribution of FERA and WPA. The camp was used last summer for four weeks though it had not been completed. Children from the various playgrounds between the ages of nine and sixteen spent a few days in camp at the very nominal fee of 50 cents a day which included transportation to and from the camp grounds. As the camp is located in the territory of the old Wyandotte Indians, Indian lore was very much a part of the program. The camp will consist of twelve new bunk houses, a director's cottage, a new recreation hall and a mess hall. The athletic field will be graded and regulation ball diamonds, volley ball courts, handball courts, shuffleboard, horseshoe, basketball and hard surfaced tennis courts will be built.

Cleveland Museum's Out-of-Door Program

THE Museum of Natural History of Cleveland, Ohio, has developed a program of out-of-door recreation work, including nature and wild flower trails, trailside museums, out-of-door lectures, bird walks, conducted trips in the parks for school classes and other groups, and field work for a university summer class.

Their Very Own Club Room!

THE average boys' club in school buildings or community centers has a place equipped for its special activities and thereby has an excellent start toward its club program. There are still clubs, however, which must initiate their activities in a school basement room with nothing to work with but four walls, and these walls and the ceiling are close together! This was true of a club conducted by the Lancaster, Pennsylvania, Recreation and Playground Association. But this did not daunt the boys. Using candles for illumination, they helped wire the room, then made homemade screens for the windows and backstops for basketball. With the help of a few borrowed tools and packing boxes collected from the

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CLEVELAND, OHIO

neighborhood stores, magazine racks and work benches were constructed. The same packing boxes furnished material for a bird house project. The club now has facilities for wood work of a simple nature, whittling and coping saw projects, basketball, ping pong, shuffleboard, harmonica classes, shu-quoi, wrestling and boxing. It also has a group of officers and conducts a short business meeting previous to the program of activities. The fact that the boys were obliged to make most of their equipment before using it was no drawback. The club room is their room—didn't they help to equip it?

The Lancaster Hiking Club — A program which may be suggestive for other hiking clubs was that held in December 1936 by the Lancaster, Pennsylvania, Hiking Club. It consisted of an address on the subject, "The Horseshoe Trail," a talk by the curator of F. and M. College, who was the first leader of the club's Saturday hikes, and the showing of moving pictures of scenes along the horseshoe trail. These pictures showed local hikes taken during the past eight years by G. D. Brandon, Director of the Recreation and Playground Association. Under his auspices the club has been developed.

A Practical Gift — Word has been received from Willis H. Edmund, Director of Recreation, Akron, Ohio, that the Recreation Commission has received from the Board of Trustees of Akron University for use in connection with its outdoor program the complete flood lighting system of the University stadium. This gift will make it possible for the Recreation Commission to enlarge its program materially.

Moscow Plans for the Future—The Moscow Planning Commission has evolved a ten year plan, according to the December, 1936 issue of *The Architectural Record,* whereby the incorporated area of the city has been expanded from 2,850,000 to 6,000,000 acres, chiefly to the southwest where the country is high and rolling. Beyond the city limits an immense circular belt of forest and park land is being developed. Under the existing plan, a completely integrated system of arterial highways, both radial and concentric, will be built. Intimately connected with the development of the street pattern is that of parks and waterways. The boulevards which radiate in all directions from the city's heart are also parkways which, broadening as they approach the city limits, directly link the peripheral parks to the city proper. The margins of Moscow River and the numerous canals and lakes are also being developed as parkways upon which a great deal of the city's new housing will front.

WPA Recreation Projects in Chicago — Dr. Philip L. Seman, Chairman of the Chicago, Illinois, Recreation Commission, has announced the consolidation of all WPA recreation projects in Chicago into one city-wide project under the sponsorship of the Chicago Recreation Commission. This new project involves some 4,000 workers and a sum of money totaling $2,000,000 or more. Wilfred S. Reynolds, director of the Council of Social Agencies, was appointed by Dr. Seman to serve as chairman of a committee of the Commission which will handle the Commission's sponsorship duties and act as its representative. This committee will also be advisory to other public and private groups and agencies seeking federal aid for recreation. Other members of this committee are V. K. Brown, Chief of Recreation, Chicago Park District; Walter Wright, Superintendent, Bureau of Parks, Recreation and Aviation; Dr. William H. Johnson, Superintendent of Schools; Miss Agnes Nestor, President of the Women's Trade Union League, and Dr. Anthony J. Todd of Northwestern University. A number of other committees have been appointed by Dr. Seman to serve in an advisory capacity to the individual agencies, both public and private, sponsoring certain of the projects.

The Cost of Crime—J. Edgar Hoover of the Federal Bureau of Investigation states that crime is costing America at least $15,000,000,000 a year

or an equivalent of $120 per capita. He has also made the statement that Milwaukee has only one-fifth as much crime as any city of equal size in America. Mayor Hoan asserts that if this is true Milwaukee, with a population of 600,000 persons, is saving society $96 per resident or $57,000,000 annually. He has also made the statement that the credit for this saving is due to the leisure time program carried on in the parks and social centers of Milwaukee.

Happiness in Service—Lord Baden-Powell, founder of the Boy Scout movement, on his eightieth birthday sent the following message to the Boy Scouts of the world: "Eighty years may seem to you a long time, but I can't remember a time when I wasn't busy, and as long as you are busy you can't help being cheerful. If you ever find yourself without something to do, remember there are always lots of people wanting help, old people or infirm and poor people who would be only too glad of a helping hand. However poor or small you may be you can always find someone worse off than yourself, ill or old or crippled. If you go and help them and cheer them up a funny thing happens. You find that by making others happy you are making yourself all the happier, too.

"I want you to have as long and jolly a life as I have had. You can get it if you keep yourself healthy and helpful to others. I will tell you my secret for this: I have always tried to carry out the Scout promise and the Scout law in all that I do. If you do that you will make a success of your life and will have a very happy time even if you live to eighty."

Meetings of the Women's Division, N.A.A.F.—The Women's Division of the National Amateur Athletic Federation has planned a number of meetings which will be of interest to recreation workers.

On April 21st the annual meeting of the Division will be held from 9:00 to 12:00 in the Garden Room of the Hotel Martinique, New York City. The theme of the meeting will be "Athletics As a Social Force," and there will be two main addresses—"Rural Problems in Recreational Activities," by Ella Gardner, United States Department of Agriculture, and "Socializing Sports in the City," by Mark McCloskey, NYA Director, New York City. This meeting will be followed at 12:30 by the fourteenth birthday luncheon. A number of speakers will talk on the subject, "Our Theme in Relation to the Community and Girls Out of School." It is suggested that anyone desiring to attend this luncheon communicate with Miss Mary Van Horn, Women's Division, N. A. A. F., 303 West 42nd Street, New York City.

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Music on the Akron Playgrounds—A total of 540 boys and girls of Akron, Ohio, were organized last summer into fourteen different bands and orchestras. During the summer these groups presented a total of thirty-one concerts. The season closed with a final musical program at the fair grounds in which a 100 piece orchestra participated. The services of the WPA music staff made it possible to conduct 170 classes in singing throughout the city. Eight community sings were held and sixteen amateur shows produced.

Hockey Goal Nets — Discarded tennis nets, the Montreal Parks and Playgrounds Association has found, can be used to make very satisfactory goal nets for hockey. One of the most common reasons for the wearing out of nets is that the bottom of the net freezes to the ice surface, and carelessness in taking it in often results in the

NEW and DIFFERENT OUTDOOR GAME

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For INDOOR PLAY write for information about **BAKINET**, introduced at a "Century of Progress Exposition, 1934."

Both games now in Chicago Park District Playgrounds. **TUMBLE-RINGS** protected by Copyright, 1936. **BAKINET** protected by U. S. and Canadian Patents.

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1016 HYDE PARK BOULEVARD **CHICAGO, ILL.**

tearing of the bottom section. This can be avoided by having the bottoms of the nets attached to boards so that when they are taken in the boards, if frozen to the ice, can be easily forced without damage to the nets.

Substitutes for Death Toys and Games — World Peaceways, Incorporated, 103 Park Avenue, New York City, has issued an article entitled "Substitutes for Death Toys and Games," which advocates the substitution for toy guns and miniature implements of warfare of toys and games which will meet the need for physical conflict, the desire for adventure, the necessity for noise and excitement, and the element of surprise. The article suggests a number of toys and games which will meet these needs quite as satisfactorily as toys identified with the destruction of human life. Copies of the article may be secured from World Peaceways, Incorporated, at five cents apiece.

The New York Police Department in its distribution of Christmas toys banned toy guns and cannon.

Salt Lake City's Costume Bureau—The Salt Lake City, Utah, Recreation Department is justifiably proud of the work of its Costume Division. As a WPA project the building facilities at Victory Park were thoroughly remodeled and equipped, new cupboards, shelves, ironing boards, wash tubs and lighting fixtures being installed throughout. Approximately 500 new costumes were added to the wardrobe during 1936, as well as many accessories, such as sandals, belts, masks and jewelry. The Costume Bureau now boasts a total of approximately 1,100 complete costumes with 326 extra accessories and properties. The entire wardrobe was checked over, repaired and remodeled, WPA and NYA workers being made available for this project. Flood lights, scenery, curtains and stage properties of all kinds are loaned to church and school groups whenever possible.

Charles Hayden

(Continued from page 6)

boys and young men and believed heartily in protecting their spare time. In speaking of the needs of boys throughout the country, he once said, 'They should have their God-given right to play and work off their surplus energy and to utilize their spare time.' The breadth of his interest was expressed in generous provision for boys clubs, a planetarium in New York City, and contributions to a long list of charitable, civic education and recreation causes. Charles Hayden personified play spirit. It permeated his work. He entered enthusiastically, joyously and triumphantly into all that he did. He enjoyed recreation himself taking part actively in golf, tennis, boating, social activities and games of various kinds. The enthusiasm with which Charles Hayden worked for the youth of America and his faith in them will remain an inspiration to those who work in the national recreation movement."

The resolutions were signed by a Resolutions Committee consisting of Joseph Lee, John H. Finley, F. Trubee Davison, E. E. Loomis, and Howard Braucher.

For Newer and Better Houses!

(Continued from page 9)

niture had a modernistic trend in keeping with the style of the exterior.

The bathroom fixtures were modeled from clay and baked. Sheet celluloid was used for glazing the windows.

A fluted effect on the rounded exterior solarium was gained by the use of 1" x 2" blocks with the outer surfaces rounded. Windows were cut into the edges of the blocks after they had been mitred to fit each other.

Some of the Values of the Project

As a playground project with universal appeal a project of this kind is invaluable; it is equally suited to both boys and girls, it produces ideas and stimulates the imagination, it is highly educational, it demands a high degree of craftsmanship, and last, but by no means least, it provides a means for children on the playgrounds actually to share

For Playgrounds and Tennis Courts

GULF SANI-SOIL-SET

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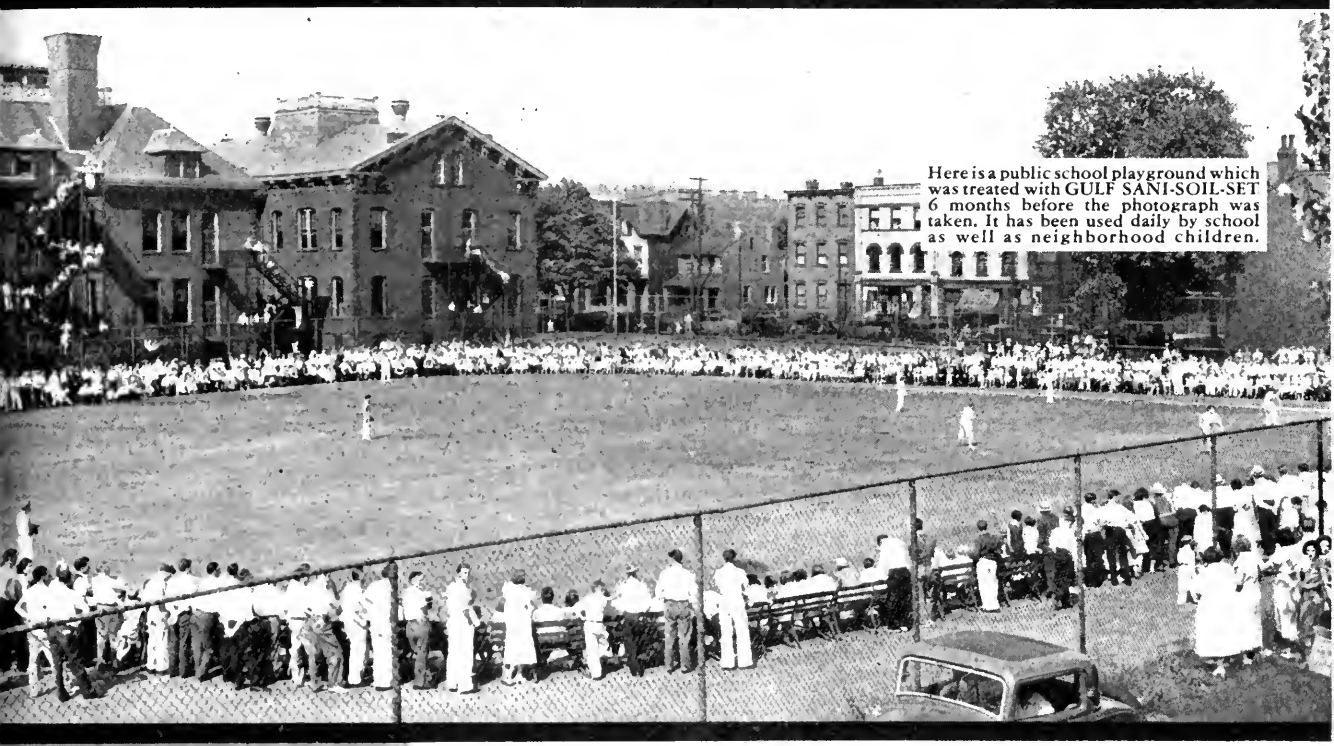

Here is a public school playground which was treated with GULF SANI-SOIL-SET 6 months before the photograph was taken. It has been used daily by school as well as neighborhood children.

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This booklet tells the story of Gulf SANI-SOIL-SET and its use. It will be mailed without cost on your request. The coupon is for your convenience.

New Germicidal Compound . . . *is easily applied . . inexpensive . . long lasting*

RECREATION officials now have a practical solution to the playground dust problem!

A new product—Gulf SANI-SOIL-SET—has been developed by Gulf for dust allaying purposes on earth surface playgrounds. This material can be applied at low cost. When properly applied, it will not harm or stain clothes or shoes and under usual conditions of weather and soil, one application per season will suffice.

Let a Gulf representative tell you more about GULF SANI-SOIL-SET.

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in cheering the lives of children less fortunate than themselves at Christmas time.

Nineteen local institutions received the novel gifts. Among them were hospitals, settlements, children's homes and the Glen Lake Sanitarium. Enthusiastic letters of appreciation came from all of them. A few of them follow.

From St. Joseph's Orphanage:

We are very grateful to you and to the WPA Recreation Instructors for the very beautiful doll house with which our children were presented at Christmas. You may be assured that your thoughtful remembrance of our homeless little ones added greatly to their joy on Christmas Day. It is our ardent wish and prayer that your sweet charity be rewarded most abundantly.

With best wishes for a blessed and happy New Year, I am,

Most gratefully,
SISTER EMELINDA, O. S. B.,
Sister Superior.

From Emanuel Cohen Center:

For the Board of Directors and the boys and girls of the Emanuel Cohen Center, I wish to express our thanks and appreciation to your department, the children of Folwell Park playground and the WPA Recreation Instructors for the very lovely doll house you presented to us.

It certainly has created quite an interest in our house among the young and old alike, and the little tots in our nursery school have a very good time playing with it. We are going to keep this house on display during the school vacation and turn it over to our nursery school for their exclusive use after that.

You certainly are to be congratulated, not only on the fine work which has been done on these houses, but more so on your spirit in distributing these houses to the various agencies in the community.

Many good wishes for continued success in your good work.

Very sincerely,
J. MIRVISS,
Executive Director.

Back to Atlantic City!

(Continued from page 11)

with emergency funds must now be maintained or lost. Can local recreation systems absorb these additional burdens? Can they man them with volunteer leadership?

All over the United States citizens' groups of varied kinds are being formed to support better municipal government, to reduce delinquency, to serve as pressure groups in moving City Councils to action in the realm of planning, health and recreation. The value of such resources has scarcely been touched in the field of recreation.

The Use of the Schools for Enrichment of Community Living will be one of the live topics of the Congress. Why should school buildings built by taxpayers be used only from nine to

Recreation Week in Salt Lake City

THE FEBRUARY, 1937 issue of RECREATION described Recreation Week held under the auspices of the Oakland, California, Recreation Department. Salt Lake City, Utah, according to the annual report of the Recreation Department for 1936, also held such a week from June 14 through June 21, 1936.

A group of diversified activities, some specially planned and others a part of the regular activity schedule, were arranged and publicized to show the breadth of the program. Radio talks were given by prominent citizens and special addresses were arranged for all service club luncheons. Billboard advertising was carried on through the courtesy of the Parks Advertising Corporation and the WPA art project.

The week was highly successful and will be repeated on a larger scale next year as a cooperative project of the Salt Lake Recreation Council and the Recreation Department.

The program was as follows:

Sunday, June 14—"Water Recreation."
Special boating regatta on Great Salt Lake.
Band Concert at Liberty Park.

Monday, June 15—"Playground Day."
Opening of activities on summer playgrounds.

Tuesday, June 16—"Archery Day."
Special archery tourney and exhibitions.

Wednesday, June 17—"Music Day."
Special concerts by Salt Lake Civic Orchestra.
WPA concert orchestra.

Thursday, June 18—"Swimming Day."
Special swimming meet.

Friday, June 19—"Golf Day."
State Amateur Golf Tourney.

Saturday, June 20—"Outdoor Recreation."
Special invitation to visit forest recreation areas.

Sunday, June 21—"Baseball Day."
Special benefit all-star game.
Band concert.

---

three? City after city has demonstrated their value for adult interests after school hours.

A new feature of the Consultation Service this year will be the provision of a collection of publications and other material which will be made available for study and reference by the delegates. Materials issued by local recreation departments will have a large part in this display. Copies of reports, record forms, plans, publicity, pro-

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grams, budgets, copies of city ordinances, state enabling acts and other valuable material will add greatly to the concrete help delegates will get from the Congress.

Much of the value of any conference or convention lies in the personal interviews and casual talks that are possible. Men and women of similar interests, baffled by similar problems, meet in small groups or two by two's to work things out together. Many a difficult question will be resolved on the boardwalk long after Congress sessions are ended.

Rich are the memories of inspiration, fellowship, and practical help that come to those who have attended the Congress in the past. After two years the "regular" Congress attendants will renew those happy contacts of other days. The newcomer will look forward to an experience which he will not soon forget. Together they will make up a Congress assembly that will set new milestones of achievement along the way to better recreation for the American people.

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John Nolen

Dr. John Nolen, internationally known landscape architect and pioneer in modern city and regional planning, died on February 18, 1937. The park and recreation movements owe much to Dr. Nolen, for among more than four hundred public planning projects in which he participated were many having to do with parks and play spaces. He was keenly interested in the recreation movement and attended a number of the National Recreation Congresses.

The Duties of a Recreation Board Member

(Continued from page 12)

tive rest to a large degree the success of the local movement.

The far-seeing board will refrain from:

Assuming the functions of the superintendent of recreation in executive details.

Dealing directly in an executive capacity with subordinate employees.

Urging upon the recreation executive the employment of workers regardless of their qualifications or forcing him to discharge competent employees for purely political reasons.

There are a number of general principles relative to the relationship of the board and executive which are generally understood to be necessary in the establishment of successful working relationships. Most important of these is the willingness of the board to give the executive a free hand, within the limits of the policies laid down by it, to organize and carry on the affairs of the department as long as his efforts produce the results desired and meet with the general approval of the public. In no other way can an executive do his best work. In no other way will a governing body have the full benefit of the resourcefulness, initiative and technical knowledge and skill of its superintendent. There will always be a constant interchange between the governing authority and the executive in respect to both governmental and executive functions. Out of suggestions of the executive will, no doubt, come many of the plans and policies adopted by the governing body. Similarly, a recreation board may be of great aid to an executive in purely executive functions. This is

especially true if the board has on it a number of members who are technically trained in some particular executive service or who have had wide experience in handling executive problems.

A recreation board can best serve its community by holding its executive officer responsible for a high degree of efficiency in the administration and operation of the recreation department. Board members should consider their responsibility in serving on the board a public trust to be regarded with the same sincerity and earnestness shown in the pursuit of their business or professional life. In this way alone can the public be most effectively served and municipal recreation take its rightful place as a public service.

Pegs—And What to Do With Them!

(Continued from page 14)

Give each of the players at the head of the left hand divisions a ball. On the word "go" these players roll the ball at the peg. If it is knocked down the player runs out and sets it up and then steps out of the game. The player at the head of the opposite division retrieves the ball and from the head of his line bowls at the peg. He continues to bowl until he knocks down the peg, the head of the opposite division retrieving for him. When the peg is knocked down he sets it up and the retriever starts to bowl and so the game continues. The first team with only on player left wins.

Peg Stand and Carry Relay. Teams take position described above, except that one division has one more player than the other. The two sections of each team are thirty to forty feet apart, and midway between is a peg in a circle. At the signal "go" each player at the head of the longer division runs to his peg, picks it up and carries it to the head of the shorter division. The player who has just run goes to the end of the shorter line, while the player to whom he gave the peg returns it to the center and runs on to tag the next person in the longer line, who does as the first player did, and so on. The game continues until all players on one team have changed divisions or until they are back in their original positions. If a peg falls the player who last stood it up must run back and set it up again.

Peg Shift Relay. The game is played as above, except that the peg is moved from one circle to an adjoining one and the player continues, tags the opposite man who runs back and shifts the peg into the other circle and so on.

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Peg Balance Relay. Teams are in file formation about five feet apart. Thirty feet in front of each file is a line. The head of each file has two pegs. On the signal to start the leader of each line places one peg on top of the other, holding the lower peg with the hand below the middle of the peg. As soon as the pegs are balanced, the player puts his free hand behind his back and starts for the line. Should the top peg fall, the player must stop, pick it up, balance it again and put his free hand behind him before he moves forward again. The free hand must not be in front while the player is moving. When he crosses the line he may seize both pegs in his hands and run back to the next player who proceeds in the same fashion. The first line to finish wins.

Balance and Stand Relay. This is played as is the above game save that all but the first player have one peg. The first player, who has two pegs, balances his pegs, one on top of the other, to the line, stands one up on the floor and carries the other back to the second player. If a peg on the line falls down, the last one to touch it must set it up before his team mate may start.

Knock the Peg Down. Players are in file formation. About twenty feet in front of each file is a peg behind which stands a catcher. On signal to start the leader of each team bowls a ball at the peg. He must continue to bowl until the peg is knocked down. When it falls he goes to the foot of the line, the catcher returns the ball to the head of the line, sets up the peg and the game continues until one team has all its men in their original position.

Middle Peg Down. The game is the same as the previous one save that instead of one peg there are three in a row, one foot apart. The bowler must hit the middle peg down but leave the other two standing.

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For the Price of a Single Movie!

(Continued from page 20)

the stage reading "Vote Yes for Playgrounds." Between the ten-minute performances the announcer urged voting for recreation.

On election day excitement ran high. Voters were transported to the polls in borrowed cars; sample ballots were given out; checkers at the polls checked on votes from the precincts, and children carried slogans near by. The results were gratifying, for final figures showed a 2¼ to 1 ratio in favor of recreation.

When Gypsies Come to Reading

(Continued from page 22)

The winner of each age group is eligible to the sectional story contest scheduled for the following week. An alternate is chosen in each case. For this contest the city is divided into four districts, and one playground within each district is selected as the place at which the sectional contest is to be held. The contestants from the playgrounds within the district meet at the places designated. The girl leaders of the four designated playgrounds act as hostesses. It is their duty to greet the contestants and make them feel at ease, to greet the judges and see that they clearly understand their directions, to announce the contestants at the proper time, to tabulate the judge's decisions and to send the names of the winners to the Recreation Department office the same day as the contest.

The judges of the contests are members of the Story League, invited by the Supervisor of Dramatics. Before the contest, each judge received through the mail a copy of the score sheet, plus directions for scoring. The point system is used for the following:

Selection	30 points
Memory	30 points
Delivery	30 points
Posture	10 points

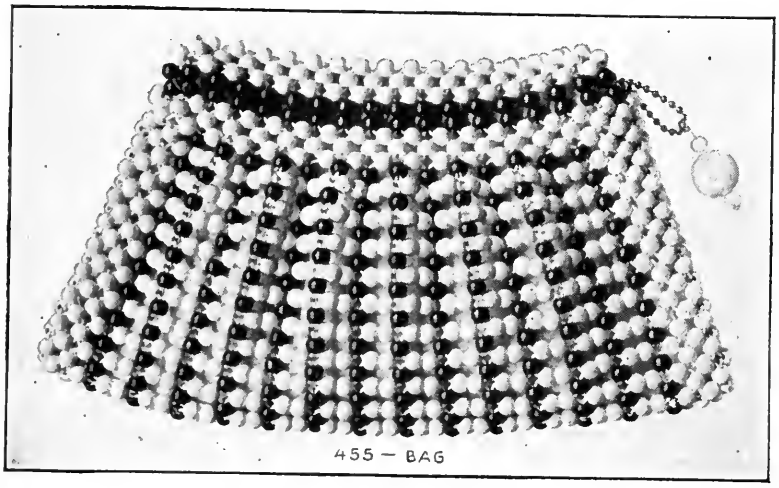
Spaces are provided on the sheets for remarks by the judges and for suggestions for improvement of future contests. Three judges are provided for each sectional contest. The grouping is the same as for the local contests and the winner of each group is eligible for the city-wide contest, held one week after the sectional ones.

(Continued on page 50)

Become Familiar with
BEAD CRAFT

Read the article in this issued entitled "Bead Craft As a Playground Activity" by Maurine E. Mader of the Playground and Recreation Commission, Springfield, Ill.

Experiment with this fascinating leisure time vocation. Try it yourself. You will be amazed at its simplicity—pleased when you realize how appropriately it applies itself to your project work.



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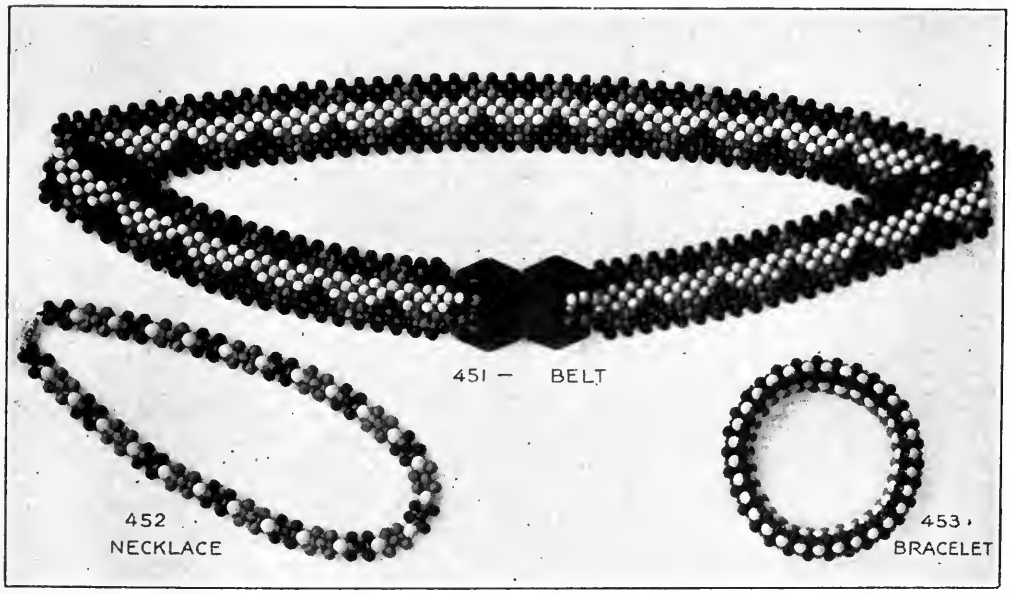

The Belt, Bracelet and Necklace shown at the left were made from Walco Wood Beads. Send for Walco Combination Nos. 451, 452 and 453.

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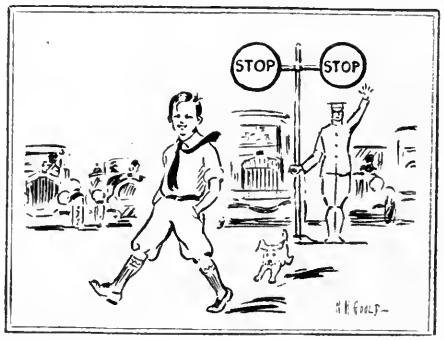

Safety Materials for the Teacher

• The Education Division of the National Safety Council offers a consultation and publications service to the schools on all problems relating to safety teaching.

• **A Special Safety Packet for Playground Directors** is now available. This is a valuable collection of materials to help the playground director promote safety on the playground and consists of ten attractive safety posters, crayon lessons for small children, a short play and a program of activities for supervised playgrounds.

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EDUCATION DIVISION

National Safety Council

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Recreation Developments in Montreal

CAPTAIN WILLIAM BOWIE, Executive Secretary of the Montreal Parks and Playgrounds Association, has written that work is well under way in the one million dollar park and playground improvement and development program in Montreal, which is designed to give employment to as many men as possible.

Included in the project is $275,000 for a municipal bathing beach on St. Helen's Island situated in the middle of the St. Lawrence River, and easily accessible from the crowded section of the city. This beach will be finished in May, 1937, and will accommodate some 10,000 bathers.

$250,000 has been set aside to be expended on the expansion of the Botanical Gardens.

Generous provision has been made for playgrounds for the younger children, playing fields for the older teen-age boys and girls and picnic grounds for families.

A sum of $144,000 is set aside for the building of large wading pools in playgrounds situated in congested parts of the city.

$75,000 will be devoted to the improvement and reforestation of Mount Royal Park; the unique mountain park situated in the heart of the city.

The balance of the money will be expended in beautification, improvement and extension of existing parks. This will fill a long felt need.

The cost of these improvements is being borne 50% by the Provincial Government and 50% by the Federal Government, so that the city of Montreal is securing much needed facilities without putting an added drain on the sorely depleted civic treasury.

The Hon. William Tremblay, Minister of Labor of the Province of Quebec, has declared that when this project is completed new development schemes will be substituted so that as far as possible men will be kept permanently off the relief lists.

On the appointed day the entrants and judges (again three members of the Story League) meet on a grassy plot in the City Park. A hostess chosen by the Supervisor of Dramatics takes care of the routine matters. Usually at this contest there are many visitors — parents, friends and

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those interested in the art of story-telling. The gathering is very informal, each group telling its stories in turn. A prominent citizen attending the contest of 1936, was invited to present ribbons to the winners. This, plus light refreshments, were new additions this year, which proved very enhancing to the whole affair. It is customary for the winners of the city-wide contest to tell their stories over the radio on the regular weekly Department broadcast. That, with the ribbons awarded is the only prize offered. While called a contest, and carried out on that basis, the story-telling affair is intended more to foster good story-telling and to instill interest in literature than to be merely a competition.

The girls and boys of Reading love story-telling but in order to make the activity on the playgrounds truly successful, there must be a program carefully planned and followed during the whole season.

Play for Handicapped Children

(Continued from page 26)

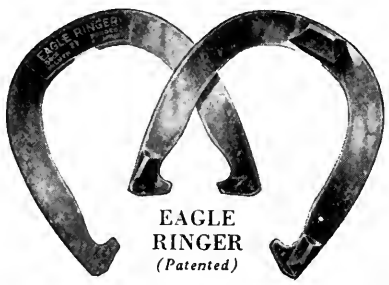
Teachers in the Special Education Department are called "Play Ladies" by the children. This is scarcely a misnomer for with great care we foster the spirit of true play that the hospitalized child may not need to retrace his steps in the serious work of preparing for life, for he is living his adjustments, his tolerance, his understanding in everything he says and does.

Saving Pennies

(Continued from page 31)

cess. A highly plastic clay dries more slowly than an open clay, and open clay is less apt to crack. Pottery should be thoroughly dry before being fired. If it scratches dusty on the bottom, it is dry enough to be fired. Clay is porous and contains a large amount of air, which will expand and crack the article upon being put into the kiln unless the object has been thoroughly dried. Pieces should be dried on shelves with small sticks under the bottoms to make drying more even.

After the pottery is dry, place it in long square tiles of fire clay, which can be stacked one on top of another until the kiln is full. Start the fire very low, and if burning gas leave the flame at the same height for about eight or ten hours. This will finish drying the pottery. The door of the kiln



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should be left open to let the moisture out. Before increasing the fire, brick up the front of the kiln and leave a small hole large enough to watch the gauge through. If the clay is held at red heat for three hours, it will be fused enough to hold together in water. When shutting the kiln off, be sure to stop up the draft at the bottom and let the kiln cool off at least twelve hours before opening.

"People Laughed"

(Continued from page 34)

large number of game boards and similar supplies and shipped them to cities in the flood areas of Illinois.

Once more recreation has demonstrated its value in times of stress and disaster!

Theodore Wirth— Pioneer in Park Planning

(Continued from page 37)

held its annual convention in Minneapolis and elected him president. He was instrumental in bringing to Minneapolis the National Flower and Garden Show in 1930. In recognition of his service to horticulture and for his previous offices as president, he was awarded the Gold Medal of Honor of the Society of American Florists and Ornamental Horticulturists. In 1933 he was awarded the Pugsley Silver Medal of the American Scenic and Historic Preservation Society for meritorious park service in his work with the Park Board of Minneapolis.

When Mr. Wirth retired from active service, he and Mrs. Wirth started on a tour of the world which they completed in eleven months. Before returning to Minneapolis the couple visited their sons, Conrad L. Wirth, Assistant Director of the National Park Service in charge of the Branch of Recreational Planning and State Cooperation, in Washington, and Walter L. Wirth, superintendent of parks, of New Haven, Connecticut. Another son is Lieutenant-Commander Theodore R. Wirth of the United States Navy.

Bead Craft as a Playground Activity

(Continued from page 38)

mate cost of various small articles, such as bracelets, head bands, belts and small purses. In our city, as in most communities, there is little money available for handcraft supplies, and on playgrounds it is often hard to find any funds for materials. In introducing bead work on our playgrounds each director started the bead project and that, it seemed, was all that was needed! The children had their own ideas as to color and design, and with a little help worked out many attractive articles. Many of the older girls made small purses, some with initials or monograms worked out as a design in the purse. These were, of course, all along the simpler lines of bead work, but when the fundamentals or principles have once been learned any pattern can be worked out.

The Playground Commission is headquarters for supplies and each child pays his five or ten cents or whatever the price of the article to be made may be. These beads are sold without profit to the Commission. Our experience has shown that if a child really wants to make an article he can find the necessary pennies with which to do it.

The first summer's work was carried over into the Girl Scouts' winter program and that of the Girl Reserves and of the Y. W. C. A., Y. M. C. A. and camps located near here. Many calls were received from adults at the close of the summer playground program when they had seen the work

(Continued on page 54)

The Library and Recreation

THE RECREATION COMMISSION of Millburn, New Jersey, according to Carl Schmitt, Director of Recreation, has completed a piece of work in a field not usually considered a part of the recreation program.

In 1935 a new recreation building was completed in Taylor Park, the center of the community's recreation activities. The local Junior Service League cooperated by furnishing the building and supplying books for the room set aside as a reading room. The League also assisted by providing leadership every afternoon for this library. It was impossible to make it a lending library since a clause in the deed of the donor of the park specifically stated that a public library could never be established in the park. There was no question, however, of the desirability and interest for establishing a public library in the community. The State Library Association had reported that Millburn was the only community of its size in the state without a public library and something, it was felt, should be done to meet this long felt need.

Aided by the interest created through the reading room in the park, the Junior Service League and the Recreation Commission initiated plans for enlisting the cooperation of other organizations in the town in the establishment of a free public library. The Recreation Commission started the ball rolling by persuading the Township Committee to turn over a two-family residence which it owned and eventually to appropriate enough money to repair and improve the lower floor of the building, install a modern heating plant and make the building available for use as a library.

In the meantime the Junior Service League was busily at work talking up the proposal for a library with other organizations, and a meeting of representatives of the various groups was held to discuss plans. The outcome of this meeting was a second meeting at which a Library Board was appointed. A plan to sell memberships was formulated and a date set for a drive for funds. It was decided to sell active membership for $1.00, contributing membership for $10 and a lifetime membership for $100 or more. The plan included the proposal to turn the contributing and family memberships and all additional active memberships which could be secured into cards for children and others financially unable to purchase them. In this way the library would be open to all.

A great deal of assistance was given by organi-

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Journal of Physical Education, March-April 1937
- Hints on Badminton, by Kenneth Davidson
- A Study of Seven Learn-to-Swim Campaigns, by S. P. File
- Community Wide Softball, by Merle A. Harding

Journal of Health and Physical Education, February 1937
- Art and Activity, by Helen A. Pendergast
- Suggested Programs for Demonstrations and Exhibitions, by C. O. Jackson
- Systematized Swimming Meets, by Marjorie M. Mayer
- Girls' Basketball Leagues, by Anna Hiss
- Playball, by Marion Robinson

Planning and Civic Comment
- A supplement celebrating the 20th anniversary of the National Park Service was issued with the October-December 1936 issue.

Leisure, March 1937
- Bigger and Better Dramatics, by Leone M. Buechele
- The Romance of Archery, by W. A. Wittich
- Good Books for Bad Boys, by Calvin T. Ryan
- Pin-Etched Easter Cards, by Agnes Choate Wonson
- Shamrock Fun—a St. Patrick's Day Party, by Harry D. Edgren
- Recreation from the Social Work Year Book

Journal of Health and Physical Education, March 1937
- On Walking, by Leon J. Richardson
- Modern Psychologies of Sports, by John Brown, Jr.
- Diving, by Matt Mann

Parks and Recreation, March 1937
- Window Publicity for Parks
- A Traveling Museum as an Educational Feature, by Hugh S. Davis
- Nature Activities at Oglebay Park

Parents' Magazine, April 1937
- Family Fun, by Elizabeth King
- Books for Boys and Girls, by Alice Dalgliesh

Teachers Journal, January 1937
- Hobbies Modify Personalities, by Walter L. Scott

PAMPHLETS

Annual Report of the Board of Recreation Commissioners, Summit, N. J., 1936

Second Annual Report of the Department of Public Recreation, Winston-Salem, N. C., 1935-1936

Annual Report of the Division of Recreation, Parks and Boulevards—Toledo, Ohio, 1936

Annual Report of the Pleasure Driveway and Park District, Peoria, Illinois, 1936

Youth Progress
- Michigan National Youth Administration, City National Building, Lansing, Mich.

Fifteenth Annual Report of the Park Department, Recreation Bureau of Passaic, N. J., 1936

Annual Report of the Superintendent of Recreation of the Union County Park Commission, 1936

Girl Scout Report for 1936

National Parks of Canada—Annual Report, 1935-36

Annual Report of the Playground and Recreation Department of the City of Aurora, Ill., 1936

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zations, individuals and the State Library Association, with the result that six months after the original plans were discussed Millburn feels assured of realizing its dream of a free library for all its citizens.

Bead Craft as a Playground Activity

(Continued from page 52)

done by the children. Such questions were asked as, "Why not start a class in bead work for women?" "What is the cost of the material?" "How long does it take to finish a purse?"

We organized a women's handcraft class in one of the public school buildings. This class, which met one afternoon each week from two to four o'clock, was received with such enthusiasm that many more similar classes have since been organized in other parts of town. Many women who have taken purses home to work on have been surprised to find that their husbands have become interested in the art and have themselves made purses and belts.

There is something about bead work that grows on one, and when a project is once started it is hard to put it down until it is completed. Bead products from our classes have been sent to all parts of the country and bear labels indicating that they are handmade and have come from Springfield, Illinois. Many employees of local business houses are members of our classes. They are interested in learning to do the work so that they may be able to repair commercial purses if necessary. Many women have made pin money selling their products.

Our office seems to have become the state headquarters for bead supplies, and we have sold beads in all parts of Illinois. This widespread interest may have been due to our exhibit at the State Fair when visitors asked that we hold classes in bead work there. Much interest was aroused when we demonstrated how simply the work could be done and what attractive articles could be made in a short time. So great was the demand for articles that it seemed doubtful whether we should be able to keep any on display at the fair!

Every day calls are received at our office requesting information on bead craft, and many people call in person to see the samples on display and ask questions about them.

After two years of using wooden beads as a handcraft project in our program we feel it is one of the finest individual activities we have ever introduced and developed.

New Publications in the Leisure Time Field

Index to Handicrafts, Modelmaking and Workshop Projects

Compiled by Eleanor Cook Lovell and Ruth Mason Hall. The F. W. Faxon Company, Boston. $4.00.

THIS VERY CAREFULLY worked out index of articles on handicraft is based on an extensive collection of references accumulated in the Minneapolis Public Library during the past twelve years. It covers a field of miscellaneous and hitherto unorganized material on handicrafts and amateur workshop projects. Only articles giving practical information and the necessary drawings or diagrams for construction have been included.

The A B C of Attracting Birds

By Alvin M. Peterson. The Bruce Publishing Company, Milwaukee, Wisconsin. $1.50.

IF YOU ARE INTERESTED in birds and want to have them as friends and neighbors, the suggestions of the bird lover who wrote this book will go far to help you win their friendship. Simple, inexpensive and sure ways to attract the birds are to be found in this book which gives reasons for having birds, information regarding bird baths, feeding and nesting boxes easy enough for anyone to make, and facts telling how trees, bushes and vines act as bird attractors—these are a few of the subjects discussed. In the final chapter suggestions are given for forming an effective bird sanctuary. There are many attractive illustrations.

Collecting Stamps for Fun and Profit

By A. Frederick Collins. D. Appleton-Century Company, New York. $2.00.

THIS IS NOT merely a book on stamp collecting for in it Mr. Collins has traced the history of communication from the days of the couriers and smoke signals to the first public postal service. He has given us, too, information regarding the intriguing process of engraving and printing stamps. There is a wealth of information in this book.

Motor Camping

By Porter Varney. Leisure League of America, New York. $.25.

NOW THAT AMERICA has taken to wheels, such a practical booklet as Mr. Varney's *Motor Camping* is particularly timely. It tells where to go and what to see, how and where to sleep, and gives suggestions for meals and how to prepare them. The booklet also suggests how to build and equip a trailer and discusses miscellaneous equipment. If you find yourself suffering from an attack of Wanderlust, this is the book for you!

The Community Handbook

By Alexander Nunn, Donis McIntosh and Elsie Orr Echols. Young Folks' Department, The Progressive Farmer-Ruralist Company, Birmingham, Alabama. $.25.

DESIGNED PARTICULARLY for the use of leaders in rural districts, this booklet contains 224 pages of exceedingly practical material. There are programs, party suggestions, plays, games, songs, hints for community meetings, information on parliamentary law and good manners, suggestions for camping and first aid, and many other subjects. Leaders of young people will find in this booklet a wealth of information.

Guide to the Southern Appalachians

Publication No. 8. The Appalachian Trail Conference, 901 Union Trust Building, Washington, D. C. $1.00.

THIS VOLUME, completing the series of five guide books to the Appalachian Trail, takes us to the Southern Appalachians. It is a pioneer publication since there have been hitherto no available guides for this region. Many sections covered in the guide have been previously overlooked.

New Bodies for Old

By Dorothy Nye. Funk & Wagnalls Company, New York. $2.00.

HERE IS A VOLUME of 135 pages profusely illustrated by pen and ink drawings in which is given the information a woman needs for restoring or retaining a healthy, symmetrical body. Correctional exercises are suggested for difficulties of many types. The information is so delightfully given that one is inspired to undertake the régime suggested. Miss Nye is an authority on corrective gymnastics. For five years she was associated with the Physical Education Department of Barnard College, and has worked with the National Board of the Y. W. C. A.

An Evaluation of a Plan for Character Education

By W. Bradford Bayliss, Ph.D. Bureau of Publications, Teachers College, Columbia University. $1.60.

MR. X HAD AN experience in his boyhood which made a lasting impression on his life. His Sunday School superintendent caught him pitching pennies and succeeded in getting the boy to sign a pledge to abstain from all kinds of gambling until he was twenty-one years of age. This pledge proved to be very helpful to Mr. X in his youth and early life, and when he later became wealthy he decided to established a Foundation to help boys with character problems. The plan he set up offered

to each boy who would live up to a given pledge for three years the sum of $200, to be used as the boy saw fit. Each boy selected a sponsor who was to be his guiding star during the three years of testing. By the winter of 1930-31 1200 boys had completed the test and received their awards; approximately 2500 more were in the enrollment test. The writer of this volume was asked by the "Foundation" "to study the boys and the plan in order to determine whether the latter was sound, how well it was working, and whether it should be improved or discarded."

The major portion of the book deals with the description and the working out of the plan. There were interviews with a sampling of boys, parents and sponsors; the opinions of a group of experts in the field of religion and character education were secured; references in current writings in the field of religious and character education were studied in their relation to the plan. Upon the findings from these three sources the conclusions were reached in regard to the value of the Foundation plan.

The major conclusion was that offering boys money to be good does not work. Many people would have guessed that in the beginning. This scientific study now proves it, and that in itself is worth much to workers in the field of character education. But the conclusion, however important, is only one of the values of the book. Its description of the research method is excellent. There is much food for thought regarding pledges and awards in general and in the selection, training and responsibilities of sponsors. This book will probably be read widely by persons interested in work with adolescents and in instruments for promoting character growth. — Reviewed by *E. C. Worman.*

Nature Magazine's Guide to Science Teaching.

By E. Laurence Palmer, Director of Nature Education of the American Nature Association and Professor of Rural Education at Cornell University. Published and copyrighted by the American Nature Association, 1936. $1.00.

An enriching program provides access to a wide range of supplementary material. I am glad that a recognized leader in nature education has made the basic content of the Nature Magazine available to teachers of elementary science. The excellent pictures of the magazine have been included. The book is a guide and provides for growth in ten major "realms." The author freely admits the limitations of a guide for one magazine. The role of the publication is to supplement and enrich existing courses. As such, progressive teachers will wish to add it to their kit.—*William Gould Vinal,* National Recreation Association.

Catching Up with Housing.

By Carol Aronovici, Ph.D., and Elizabeth McCalmont. Beneficial Management Corporation, 15 Washington Street, Newark, N. J. $2.00.

"An excellent bird's-eye view of the housing problem of great value as a primer for social workers, government officials and students of housing," is the comment of Clarence L. Stein, architect, on this practical book which is intended for the use of class study and for the public interested in the improvement of housing conditions in the United States. It contains data on all important housing projects and the development of the housing movement in this country during the last century. It also suggests what might be done in the housing field. The material is clearly classified and ably indexed.

Dogs.

By Alfred W. Meyer. Whittlesey House. McGraw-Hill Book Company, Inc., New York. $2.50.

If dogs are your hobby, you will find this book on their care and training breeds and selections full of interest.

List of Pageants and Plays for Children, Young People and Adults.

Education Department, National Council for Prevention of War, 532 Seventeenth Street, N. W., Washington, D. C. $.10.

This extensive list has been carefully classified, arranged alphabetically and separately numbered under each group, with notations as to occasions for which they are particularly appropriate. Brief information is given about the theme, number of characters, playing time and publisher.

Child Labor Facts — 1937.

National Child Labor Committee, 419 Fourth Avenue, New York. $.25.

Facts which every citizen should know about the alarming extent of child labor will be found in a 31 page pamphlet recently issued by the National Child Labor Committee. It is a general informative booklet dealing with the extent and present forms of child labor, the status of child labor legislation, and the effects of premature employment on the physical and mental well-being of children. It gives the factual background for anyone interested in the problem.

The Story of Christmas.

By R. J. Campbell, D.D. The Macmillan Company, New York. $3.00.

Canon Campbell in retelling the Christmas story has presented it in both its ancient and modern setting, and has illustrated it with materials drawn from a number of periods. There are old Christmas customs, modern Christmas stories, carols and Christmas verse. The selections chosen have been drawn from a vast amount of literature on the subject, and it is Canon Campbell's hope that readers will be stimulated to explore this fascinating field for themselves.

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I Want to Live

I want to live now,
this day, this week, this month, this year.
I want to live tomorrow,
next week, next month, next year,
and the years to come.

I want peace, yes.
I want to keep out of trouble, yes.
I want health, yes.
I want work, yes.
But above all I want to live.

I want to read.
I want to live in a world of music.
I want to see beauty.
I want to listen to birds singing.
I want to watch flowers blooming.
I want to see plants growing.
I want to play with little children.
I want to watch children at play.
I want to be with friends.
I want to love and be loved.
I want to live in a family.

I want to think.
I want to think alone.
I want to think with others.
I want to be idle without even a thought.
I want to use all the powers I have.
I want action that takes all the strength and skill of my body.
I want hardship and discipline
for purposes that I myself have chosen.

I want to feel myself a part of the world.
I want to feel that I count in a growing city, a growing world.
I want to lose myself in something bigger than I am.
I want to dare, to adventure.

I want to live.
I want to see others live.
I want parks and brooks and ponds.
I want oceans and lakes to swim in.
I want ice to skate on.
I want gymnasiums and athletic fields.
I want libraries and museums.
I want community centers and community theaters.
I want art centers and music centers.

I want to live.
I want to live in a city that cares for living.
I want to live in a living world.
I want to live.

HOWARD BRAUCHER.

May

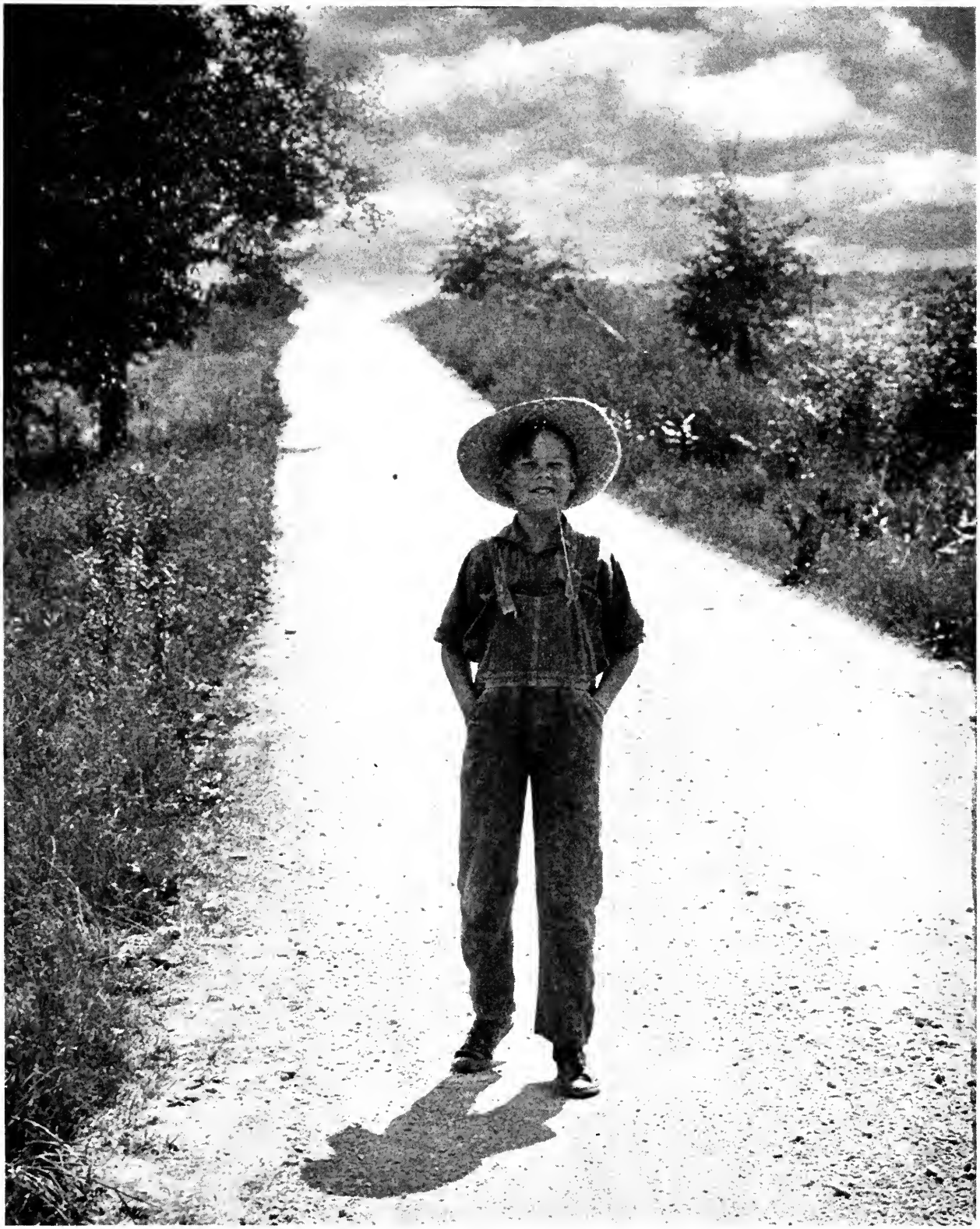

Photo by Ewing Gallaway, New York

A Few More Playground Suggestions

Signs on trolley cars herald the opening of playgrounds in Milwaukee, and invite attendance

EACH YEAR more recreation departments report a demand for help in conducting social activities, picnics and parties. Are you prepared to meet this demand?

Picnic Game Kits. A number of cities have arranged kits containing supplies for social activities to be loaned picnic groups. The Sacramento, California, Recreation Department has prepared game kits both for picnics and parties which are available for all groups wishing to use them. Both kits are packed in wooden boxes with handles and are of a size which will fit into the rear seat of any car. Each is labeled as to content, and it is specified on the top of the box that the kit has been made available by the Recreation Department of the city.

In the picnic kit is to be found all necessary equipment for soft ball, volley ball, water polo, dodge ball, croquet, horseshoes, Badminton and checkers. Rules for the use of each game are included. The social recreation kit consists of twenty-five progressive games. Each game is prepared in an attractive manner with scoring values and similar items painted on the game in large black figures. Each game has a number painted in black on a white background on a piece of three ply veneer panel about eight inches high. The lettering at the top of the panel is about three inches high. Underneath the lettering all information is given relative to the game, such as what the game is, equipment necessary, playing procedure, and scoring methods.

Last year the Community Recreation Association of Decatur, Illinois, inaugurated its picnic service. A picnic director served schools, churches, clubs and other groups by planning and conducting picnic programs, and by making available free picnic kits containing bats and balls and other game equipment. The director conducted thirty-five picnic programs, planned as many more, and the kits were loaned to twenty-four organizations.

The Recreation Service of the Salt Lake City, Utah, Park Department supplies picnic kits with equipment for various types of activities. The kits contain horseshoes, tenakoit equipment, a first aid kit, game rules and picnic game suggestions, supplies for volley ball and soft ball, and informal game equipment such as darts, bean bags and sponge balls. A charge of 50 cents a day is made and a $2.00 deposit is required. The department also offers sound equipment for use in parks which may be secured at the rate of $1.50 an hour.

Popular Games in Pierre. At the beginning of last summer a croquet set was placed on each playground in Pierre, South Dakota. No other game held such a continuous interest for the younger children. Tournaments were held for boys and girls of all ages. A surprising interest was also shown in checkers, and children of every age were eager to play the game. Many of them made their boards and men from pasteboard or scrap wood. Tournaments were held in various sections of the city.

A Publicity Suggestion. The Watsonville, California, WPA Recreation Department has had its activities broadcast daily at 1:30 P. M. over Station KDON under the title "The Date Book

In the April issue of RECREATION, under the title "Go to Your Nearest Playground," we told of the experiences of a number of cities in conducting their summer playgrounds, and of some of the activities which were popular. Here are some additional suggestions.

of the Air." Owen Hinck of the Recreation Department suggests that if properly approached most radio stations will be found willing to give free publicity to local recreation programs.

Pet Shows. Pet shows have won a permanent place on the playground program. Here are a few suggestions for conducting them:

The pet show is often not just an affair of an hour or an afternoon. It lasts a week or more in many places, beginning with stories in the story hour and talks by pet shop owners, the S.P.C.A. or the children on the care of pets, a trip to the zoo or an exploration trip in the woods for the purpose of finding wild life in stream and woods. On one playground a preliminary event to the show was a "clinic" day for pets on which two veterinarians volunteered their services and examined the children's pets free of charge. In another city the children were shown animal slides.

Having aroused interest in pets and a pet show in any of these ways, the pet show director will find that posters, announcements, newspaper stories and a preliminary parade of pets will arouse interest to a high pitch and draw many entries.

Entry blanks are helpful in facilitating and perhaps limiting the show. Space must be provided on the blank for the name of the child, his address and age, and the kind, age and sex of the pet or pets entered. There should be a space for a number and the closing date for entries. Entry rules should be printed on the blank to make sure the children know them. These may include the following:

1. Each pet must belong to the exhibitor or his family.
2. Only children under 18 may exhibit pets. (A special event may be introduced for older exhibitors if so desired.)
3. All animals, including cats, but excepting dogs, must be in comfortable cages. Dogs may be on a leash.
4. No kitten or puppy under six months may be entered. (For its health's sake.)
5. A water dish must be provided for such animals as dogs and birds.

A parade is in order, with each entrant wearing a numbered arm band and leading or carrying his pet. Costumes for exhibitors and decorated cages and carts add color to the parade. The parade may serve

Chief Whitefeather, Chippewa Indian, visits the playgrounds of Milwaukee to give Indian dances and stories, display Indian crafts and teach games. This is a WPA project sponsored by the Milwaukee Public Schools Department of Municipal Recreation and Adult Education.

one of three purposes: namely, for the display of pets for everyone to see before the judging or for advertising purposes or as the show itself, to be judged en route as it passes and repasses the judges' stand. (The numbered arm band will assist the judges in awarding prizes and should tally with the number on the entry blank.)

In preparing for the show proper, benches or areas may be set aside for each kind of animal and should be labeled prominently. At one show the owner of a pet shop loaned blocks of wire cages in which animals could be kept until judging time. A sawdust ring may be used for judging different classes, and is especially necessary in an indoor show for the protection of the floor.

Judging is at best a difficult problem. In the eyes of its owner each pet is the very best in all the world. Who is there to judge truly in such a case? Judges should recognize this problem by giving a large number of prizes (perhaps, beginning or ending with the awarding of an "entry" prize for every entry) in not too "dead serious" a fashion. If animals are judged by kinds and each class be judged to four places, a larger number of prizes can be awarded. Prizes should be very inexpensive so that there will be as little disappointment as possible to mar the show. Colored ribbons printed in gold have proven very satisfactory. Classes should be so determined that no animal wins more than one or two prizes. Pedigreed animals are either barred, entered in a separate class or judged with the others for such informal qualities as are listed below.

There are a number of possible events. Dogs and cats form separate classes, for there are usually many of them. If there is a great number, prizes may be given for each sex and for different age groups in each class. Other animals, such as rabbits, birds and fish are divided into classes and judged in the same vein as the dogs and cats whose classes we suggest. (The obedience class for dogs involves four tests: The dog must lie down, come when called, follow the exhibitor without a leash and perform a special trick. Two minutes are given for each part of the test.)

Dogs
Oldest
Ugliest
Most obedient
Longest tail
Lovingest eyes
Healthiest
Smallest
Happiest
Best

Cats
Loudest purr
Prettiest fur
Smallest
Largest
Oldest

All the animals may compete in the following classes: Most unusual pet; largest number of pets in one family; most comically dressed exhibitor; best decorated cage or wagon and the pet farthest from home. A special classification of inanimate pets, drawings or models may be arranged for those who do not have live pets.

Nature Clubs. With the first signs of spring, the boys' clubs of Danville, Illinois, take to the trail in search of adventures. Junior boys' clubs in the four community centers are known as Pokagon Clubs, Pokagon being the name of a great Indian chieftain—a romantic, colorful figure, who ruled the Pottawatomie Indian tribe.

The first issue of the Pokagon newspaper, which appeared the middle of March, announced coming events and included sketches and comments, birds, pets and hobbies. In addition the paper urged club members to contribute articles to the paper and offered one free membership and the button of the Junior Audubon Club of Danville for the best story submitted each week. Another club activity was the showing of a series of bird films in connection with the regular weekly moving picture program at each center. A list of recommended books on nature topics to be found in the public library was posted on the bulletin boards of the centers. One film which made a special appeal was "Ups and Downs," photographed by William L. Finley, known as America's greatest wild life photographer, or the Martin Johnson of North America. In the film library of the Recreation Department a motion picture study of the following birds is represented: pelicans, terns, laughing gulls, canvasbacks, purple martins, egrets, Louisiana herons, phalaropes, marsh plover, coots, grebes, vireos, barn swallow, titmouse, flycatchers and robins. A study of these films before the hike makes the trip more interesting. Many of the boys take their own cameras on their country trips and are planning to make their own slides for club use.

The regular weekly program of activities has developed as follows: Each week the weather permits, the club members, with their nature guide, "hit the trail." One week the hike may take the boys on a visit to Harrison Park to explore the nature trails recently developed under WPA and NYA. Trees have been labeled and trails have been marked, making a trip to this large natural park area more interesting than ever. On another occasion the boys may decide to explore

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"Something Old—Something New"

And a few interesting facts which you may possibly not have known about the origins of a number of our most popular old games

By JULIA POST
Winthrop College
Rock Hill, South Carolina

PERHAPS you are a sports enthusiast, a football or baseball fan, a follower of the court game. You may know a great deal about sports, but do you know about the origins of such games as Badminton, table tennis, tether ball, shuffleboard or deck tennis—those sports which in recent years have enjoyed a revival.

Shuffleboard. If you have traveled or wintered in Florida, you are no doubt familiar with shuffleboard, for there indeed it is the sport of sports! There is scarcely a town or city that does not have at least one shuffleboard court, and in St. Petersburg, the true home of American shuffleboard, there are numberless courts. You may be surprised to know that shuffleboard is by no means a new sport. True, as a land sport it dates back only to 1913, when it was introduced in Daytona Beach, Florida, as a sidewalk game. Since that time it has gained widely in popularity and is now used extensively in parks, recreation centers and schools, as well as in backyards.

The modern game of shuffleboard was preceded by a shipboard game known by the same name. This aquatic form was in turn directly descended from games played in England as early as the fifteenth century and known variously as "Shovegroat," "Slidegroat" and "Shovel-penny," so called, no doubt, because of the resemblance of the disc used to the coins of that period.

Tether Ball. Another game, the origin of which does not go back as far as shuffleboard but which is by no means new, is tether ball. This game dates back to 1896 when it was patented under the name "Spirapole" by P. B. Cow, Cheapside, London. It was first used on shipboard on the maiden cruise of the "Dunnegan Castle." As a shipboard game the name was changed to "tether ball" or "dodo," and for some time continued as a successful addition to shipboard interests. It is rarely seen now, however, as a shipboard game, for it has deserted its marine setting and become popular as a land sport.

Horseshoe Pitching. There are few people nowadays who are not familiar with horseshoe pitching as a sport. As a farmyard sport, where horseshoes are to be found in abundance, it has long been popular. The clang of shoes as they strike each other or as they encircle the stake is heard at picnics, county fairs or practically any place where crowds of people are gathered for an outing.

Horseshoe pitching was a great national game before the time of Homer and was very popular during the time of the Roman empire, so "even the Greeks had a name for it."

It is interesting to note that Washington's soldiers when not occupied in fighting the British amused themselves with horseshoe pitching. "Slipper slamming" or "barnyard golf" are popular names for the homely sport of horseshoe pitching.

Badminton. The popularity of Badminton has received a tremendous impetus recently because of its adoption by the Beverly Hills dwellers to whom the eyes of America frequently turn. Although relatively new to the American public, it has been used in this country for some time, the first Badminton club having been formed in New York in 1878. A similar game was played in the Orient centuries ago. In India it was taken up by English army officers and brought by them to England where it was given the name of Badminton in honor of the Duke of Gloucester, the name of whose estate was Badminton. The first Badminton club in England was established in the city of Bath. The game is

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The Women's Rules and Editorial Committee of the Women's Athletic Section of the American Physical Education Association is performing an exceedingly valuable service in preparing through its subcommittees a series of handbooks on various sports for girls and women. We are presenting here some extracts from an article prepared by Miss Post, Chairman of the Subcommittee on Athletic Games, whose official handbook, one of the Spalding Athletic Library series, recreation workers will find very helpful.

Music on the Playground

There cannot be a well-rounded playground program without singing and rhythmic activities. So here are some suggestions for music making.

By A. D. ZANZIG
National Recreation Association

THERE ARE contemplative moments even on a playground; moments when the group, whatever its age, falls naturally in smooth lyrical singing of the sort that thrives as well around a camp fire. Older boys and girls, especially the boys, together, are then in a mood to make harmony, and they will do so if someone will sing a spiritual or *Carry Me Back to Old Virginny* or the like with a good smooth flow and swing. From improvising harmony a group of teen-age boys might go into learning parts in the simplest of the songs in such a collection as the *Check Book* of the series known as *Twice 55 Community Songs,* published by C. C. Birchard and Company of Boston. Or if some of the boys still have soprano or alto voices, the *Orange Book* of the same series will suit them. The *Rose Book* of that series is for treble voices alone, for girls or boys or both. The Hall and McCreary Company of Chicago also publishes a series of inexpensive collections for these various kinds of groups. Simple rounds and descants * are a very interesting entrance into part-singing if each singer really listens to the group as a whole while he sings his own part. For any part-singing except rounds the leader should be capable of determining correctly which part is best suited to each person's voice.

There are times also for very animated singing, of sea chanteys, cowboy songs, team songs, hiking ones, accumulative ones like *Slovette* or *The Tree In the Wood* and other good rousers. The younger children will then want to sing songs like *The Windmill* with its pantomimic actions, and *In Poland* with its brisk marching rhythm, both in the National Recreation Association's *Songs for Informal Singing,* Set I, in which, as in Set II, there are many other rousing songs that the older boys and girls will like. The little children will also want to sing some of the more active of the almost infinite number of traditional songs such as are in *Fifty Favorite Songs for Girls and Boys,* obtainable for ten cents at Woolworth's. *Dramatized Rhythm Plays* by John R. Richards (A. S. Barnes & Co.), though lacking in opportunity for spontaneity, has helpful suggestions for making action songs of many an old familiar song for children. Any singing period can, of course, admit many kinds of songs, quiet or animated, the contrasts in the songs and in the singing of them making not only for greater enjoyment but also for more and more expressive singing and enlarging experience. But the music play that seems most characteristic of the playground is that which calls for a still fuller measure of action.

In this article Mr. Zanzig deals primarily with singing, singing games, folk dancing, rhythmics and other simple dancing. Other forms of music for the playground are, however, mentioned and reference made to source material.

Singing Games

Singing games we think of, dozens of them, as natural a mode of play for children, especially those under ten, as walking is a mode of locomotion. Miss Neva Boyd's *American and English Games* is an especially rich collection of these. If leaders could only prize sufficiently the value of free-flowing rhythm in a singing game, the singing and the motions would not be so heavy as they usually are. When every beat is given equal weight, the onward, liberating flow of rhythm, which is its most enjoyable and most longed-for quality, is lost. Only as we distinguish between the light beats and the intenser ones and feel the undulating forward motion of each phrase as a whole do we let the singing game give us what we most desire in it. Let the leader sing it so and move to it so, and the children will very likely do likewise.

Encourage children to sing with the same naturalness and lightness and ease as they speak, and with the same relative stresses on the words and syllables. If they will simply

* See *Community and Assembly Singing,* a detailed guide, obtainable from the National Recreation Association at 60c.

speak the words of the game naturally just once for the fun of it, without the music, they will be almost bound to catch the idea and the rhythm and all the greater freedom and fun that goes with them. Then if they do not carry these into the singing, it will be because of bad habit which can certainly be overcome gradually without any loss of interest, especially well through singing games new to the children.

Encourage them also to enjoy the song as well as, if not more than, the rest of the game, and to enjoy it with their ears as well as with their voices. To do this and also to save their voices from danger of injury, they will need to sing the song in a proper key, in which the lowest tone will not go below D or, at the lowest exception, not below C. This care for having the song in a proper key can be made an interesting part of the game, to make the latter more enjoyable. The leader and the children can soon learn to judge by the quality of the singing as to whether it is suitably pitched or not. Let the children be interested in judging for themselves so that they will sing well even when the leader is not around. But never oppress them with this interest to endanger the spontaneity of their play. If necessary, the leader should use a pitch-pipe for the purpose until her judgment becomes surer. Perhaps the most frequent cause of harsh, inane and injurious singing is the common false notion that enthusiasm and enjoyment are to be measured only by loudness. A free, bounding rhythm, even when accompanied by very light singing, is the fullest and best token of real enthusiasm. Another cause of the bad singing is public performance, when the children are urged to sing loudly in order to be heard by the entire audience. Children's play is not naturally for public performance, anyway, but if it must be put to that use the more resonant singing of real enthusiasm, and rhythm with sure familiarly with all the words, and enforced voices, may be heard farther and certainly more enjoyably than mere loudness can be.

Adults, and more and more older boys and girls, it seems, also like singing games and singing dances, but such as *Captain Jinks* or *Come, Let Us Be Joyful* in *Twice 55 Games with Music,* and many another good one in the *Handy Kits* of the Cooperative Recreation Service of Delaware, Ohio, in *Skip to My Lou,* published by the Girl Scouts, and in several bulletins issued by the National Recreation Association, especially one entitled *Musical Mixers.*

Folk Dancing

If the children or older folk have developed a sense of the "phrase rhythm," as has been suggested for the singing games, they will readily carry it over into folk dancing and enjoy it and the dancing more and more. The widely-known collections of folk dances compiled by Mary Wood Hinman and Elizabeth Burchenal, to be found in most public libraries, offer a large range of choice as to the ages and tastes of the dancers. The simpler of the English country dances and of the Morris dances, collected by Cecil Sharp and published by the H. W. Gray Company, 159 East 48th Street, New York, are suited to boys and girls of about twelve or over as well as to adults. *Bean Setting* and others of the traditional Morris dances in which sticks are used, or done by men alone, appeal to boys more readily than do most other folk dances. New interest in American square dancing has been growing in many communities. A thing to remember about folk dancing is that, like every other sport or art, it thrives best where there is care for doing it well without loss of spontaneity. Learning more and more folk dances and doing them better and better has become a beloved hobby for many people.

Rhythms and Other Simple Dancing

Who has not seen children come bounding out of school and go skipping down the street? That is dancing, too. And the mood of it, of most eager living, is surely a boon surpassed by no other. Music can bring it to us, especially to children, even when that mood has been far away. How can that natural dancing grow into a mode of play with music, especially well suited to the playground? Let us say that you have clearly and gaily in your mind and fingers, or in some other person's mind and fingers, such tunes as are in *Folk Songs and Ballads,** Set III, published by the E. C. Schirmer Music Company of Boston, and here is a group of children. You say to them that music is a wonderful thing that is always trying to say things to us or to tell us something to do. Sometimes it tells us to skip, and sometimes to walk or run, or just sit quietly and listen. Then you play *Rosa* from that collection and about midway invite the children to clap to it so as to insure their really feeling the life in it. What is it telling us to do? Off they go, skipping to it. Then, after a pleasant signal, like the playing or

* These tunes are also in Sets I and II of *Songs for Informal Singing,* previously mentioned, but these without accompaniments.

singing of the ding-dong of bells, has brought the children back to the piano, you play or sing *In Poland,* which has been mentioned. It tells them to march. But immediately at the close of it you go back to *Rosa.* Some of the children go right on marching as though the music has not changed. But others skip and you praise them for listening so well and changing so promptly when the music changed. The next time the music changes quickly like that, perhaps all the children will change with it. They are learning to listen and to respond at once and very enjoyably. Now you play or sing the *Cornish May Song,* also in *Folk Songs and Ballads.* What does it beg us to do? We run or jog along gaily but comfortably. And so the children have experienced fully, though very simply, three different types of rhythm, for each of which there is no end of fine delightful music into which they can enter fully as the days and weeks go by. Besides folk songs and dances there are dozens of gems by the great composers, by Robert Schumann in his *Album for the Young,* by Beethoven, Schubert, Grieg or others, presenting these same types of rhythms to be danced to by the children. That is a great boon for any child to have, giving him the very essence of the full, organic response to music that many an adult has sought, often in vain, in a course or book in music appreciation.

Instrumental music, too, has a place on the playground, as this scene on one of the Milwaukee playgrounds will testify

Let us pause a moment to list a few books containing such suitable music. There is *School Rhythms,* compiled by Ethel Robinson and published by Clayton F. Summy of Chicago. This publisher issued also *Music for the Child World* by Mari Hofer, the second of its three volumes being best for our present purpose. A. S. Barnes and Company of New York offers Gertrude Colby's *Natural Rhythms and Dances,* Caroline Crawford's *Choice Rhythms for Youthful Dancers,* and a large book by Agnes L. Marsh entitled *Dance In Education.* It is the music in these books that we are now recommending. Phonograph records of "music for rhythms" are also obtainable, and there is singing, violin playing or drumming Indian-fashion that are also suitable.

Now back to the children let us point out modes of going on with such dancing to ever fuller and more discriminating interest and responsiveness. We introduce other types of rhythm, for galloping, swaying, sliding, leaping. The children respond spontaneously also to differences in volume, as from loud to soft positions of the music, to differences in mood of character, as between the *Soldier's March* and *Northern Song,* both of them marches in Schumann's *Album for the Young,* to differences in pitch, as when the music rises a whole octave on the word "sweetly" in *Rosa,* and to differences in speed, as when the music slows up or goes faster and the children rise with it. A gay call to skip or gallop higher may bring the larger and freer motions for which we look. Scarves or balloons are also likely to make for a greater freedom of spirit and fuller

motion. Encouragement may be given also to dance in two's or three's whenever they wish, then back into a single circle, and into any other variations they wish that do not cause the children to interfere with one another. The leader, and later a child, might call for such changes, as is done in a square dance, or a child might act as leader through her own dancing.

But early in their experience the children should learn to hear and feel when each phrase of the music ends and change direction at that time. While listening to the *Cornish May Song,* for example, they can readily decide when to raise their hands to tell where each phrase ends, as a line in a poem ends. Then, as in their dancing to it they turn about at the end of the phrase, they will be following an impulse that is as old as the oldest folk dance. In every folk dance there are these changes of direction to start each phrase afresh and often to balance one phrase with another. It is fun. And once the children are prompt and free in it, they can vary their dancing still more. For example, if they dance away in a straight line for one phrase, and back into the next, we might increase the distance to be covered by each phrase, thus leading them to make their motions larger and more energetic. Or we might decrease the distance, leading them spontaneously to more in a spiral, or retrace some steps or make other combinations to use up the time. We might form groups of four, five or more children, for which one child is to be the leader for one phrase, and another child for the next phrase, each choosing the direction or movement or both that the group is to take. But the most valuable and enjoyable changing of movement is always that which is due to changes in the music. And this brings us to the children's making up of dances in forms like those of folk dances. This should be a carrying on now of the creativeness that has produced dances that became the folk dances we enjoy today.

Let us bring back *Rosa* to the children and invite them to make a group dance for it. Any child who has ideas for it raises his hand and if called on he tells them to the group. Other ideas are heard then, or after his are tried out, and a choice is made. Almost invariably the dancing suggested for the beginning of *Rosa* is eight slipping steps to the left, in a single circle, and then eight to the right, an idea common to many folk dances. The music following these two phrases is different, so the movement must also be different. Very likely it will be four steps toward the center, four back and then four toward the center again, the arms and entire body being eagerly raised for the high note in "sweetly." What next? The tune is just like that of the first two phrases, so the movement should be the same as at the beginning. Thus, incidentally, the children are made much more aware of the design of the music than they are likely to be in a dance given them to learn. But they should be encouraged, not pressed, to enlarge their "vocabulary" of movements. The leader might suggest one now and then that would open new possibilities to their minds.

Besides making dances to folk songs and folk-dance tunes, the children should make some for art music, as it is called, like the *Merry Farmer* and *Harvest Song* in Schumann's *Album for the Young,* and later for the Beethoven German Dances, and some of the Schubert and Brahms waltzes. Some lovely simple dances have been made for the most beloved of the Brahms waltzes, the one in A flat.

Now, this sort of dancing, up to this point, is not a difficult enterprise. All it needs is children, music and an interested leader who need not be a musician or a trained dancer, though to be one or both would be a great boon. Her main job is to behave in such a way as to bring the children more fully into the music, getting herself out of the way. But she should herself have skipped and galloped and danced in the other ways suggested, or else be one of the children and grow with them. Perhaps she should be one of them anyway, but if she is, she must avoid causing them to do as she does when they should be following their own impulses and ideas.

We have not gone into the dramatic phases of this free sort of dancing, into the rhythmic play of being a bear, a rabbit or even a rolling, crawling worm or snake (a non-venomous one) and into the rhythmic aspects of pantomiming a story. In the story of the Sleeping Princess, for example, the procession of the king or queen with their attendants, the tripping of the fairies, the stomping bad fairy, the old woman's spinning, and the galloping prince are all musical affairs, as are the sadness of the little princess' plight and the strange quiet of the hundred years' sleep. The children should choose the music for each episode from among a variety of pieces offered them.

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Gardening—A Happy Occupation for Children

Courtesy Brooklyn Botanic Garden

By ABBIE E. GRIDLEY
Chairman, Junior Gardening
New York State Federation of Garden Clubs
Foreword by Ellen Eddy Shaw

THE SPRING of the year is here. Soil is being turned over in garden beds. Buds are bursting on the trees, and life-giving sap is rising as food in the trees.

The experience of having a garden all your own is an educative and developing one, starting with the garden soil—to some so dead, to others full of life and action; with a seed, so insignificant, which later develops into something living and growing. From this little strip of garden soil with its flower and its vegetable seed come lessons of patience, of exactness, of responsibility, and of pleasure.

The garden is typical of life. It represents one of those interests that follow one throughout life, not necessarily in the light of a vocation, but in the nature of an avocation, helpful, pleasureable work for leisure hours. The garden is not just your little piece of land in whatever town you happen to be, but it is a travelogue in itself, for the seeds carry one all over the world. The tomatoes and marigolds, to South America; the onions and radishes to the Far East.

Then, too, the subject of botany, which, with many a person means only gathering so much knowledge in order to pass an examination, becomes a living, everyday experience.

To have a young person's garden mean what it ought to mean, one does not start the day of planting, but long before that; plans are made, seeds are germinated, and some seeds are started indoors for transplanting into the garden later; soil is tested and experimented with; lessons are given so that children may know how to proceed in the best possible manner and garden planting will be not a haphazard affair, but an orderly, thoughtful procedure in a matter which represents both art and science. The garden ought to represent to a child the possibility of expressing himself, that is, in expressing his own ideas of what he enjoys in beauty and in charm. If his plan, after consultation, does not succeed so well outdoors, he himself will know it. There is nothing so vocal as a garden in its early stages. The seeds pop up out of the ground; they show their different attributes early in the game. We have planted either too closely or too far apart. We have young weedlings that struggle in an eternal battle with our seedlings. So there is a great deal of real study in the garden soil, real joy. Thus the garden talks to you.

After a young person's first garden it is a very excellent thing to let him sum up his experience and point out the weaknesses in his own plans. Perhaps he may be interested in just one thing, as some children are in gourds, the history of which is most fascinating and interesting. From that lead him to other things in gardening, so that just one thing does not mean a garden to him, but many things. He may like to raise some strawberries from run-

Mrs. Gridley's report of the meeting on Gardening for Juniors is given a delightful introduction in a statement by Miss Ellen Eddy Shaw which we are publishing. Miss Shaw is associated with the Brooklyn Botanic Garden which is conducting a most interesting program for children.

ners. So the garden turns out to be not only experimentation but also confirmation, adjustment, and in the end may be summed up in a couplet from Wordsworth—

"He is happiest who hath the power
To gather wisdom from a flower."

On March 17th of Flower Show Week, the Federation of Garden Clubs of New York State sponsored a conference on gardening for juniors at the Federation headquarters in New York City. A large group of enthusiastic junior leaders from many states, including Texas, were in attendance. They were people interested in the future welfare of the younger generation of the country in general and deeply concerned with their leisure and recreation.

A program covering the field of gardening for children was arranged by Mrs. Albro Gaylor of the Nyack Garden Club, a vice-president of the Federation, and Miss Ellen Eddy Shaw, curator of elementary education at the Brooklyn Botanic Garden, with the cooperation of Mrs. William Crocker, president of the Federation.

"Is junior gardening worth while?" The discussion of this question was designed to bring out many phases of the project beginning with the organization of junior garden clubs, their fundamental purposes and methods of procedure. Throughout the garden was treated both as a home and a community project. Mrs. L. L. MacDonald of the Morsemere Garden Club of Yonkers told of the success of the home garden project in that city. The most satisfactory working units have proved to be groups of sixteen members from a generally similar environment and ranging in age from eight to twelve years. So popular is the project in Yonkers that there is a waiting list. Gardening, Mrs. MacDonald pointed out, fills a great need for wholesome occupation among children in their formative years when, under able leadership, they are directed into wider horizons of thought and interest. Acquaintanceship with nature opens up avenues constructively recreational.

Miss Miriam Booth of the Cornwall Garden Club reviewed the work done as a community project in that city to direct juniors toward gardening and nature interest.

The subject of the relation of the school to junior work was discussed by Miss Blanche Durgin of the Garden Club of New Jersey, where a plan of instruction given through the classrooms of the schools has proved practical and successful. "The desire of the Garden Clubs of New Jersey in working with the schools is to open a 'potential garden gate' to every school child in New Jersey; to teach him to plant a garden, to care for it himself, to learn to live with it and thereby gain a basic knowledge of the worthwhileness of the handiwork of the Mighty Gardener." Toward this end the New Jersey Garden Club is publishing a handbook providing fascinating and entertaining methods for carrying out the plan.

Mrs. John W. Draper, who for years has held the office of conservation chairman and who is a vice-president of the Federation, discussed the "Conservation Approach." Her theme covered the evolution of seeds, of the caterpillar and of the child. She suggested it might be well if a child could begin by choosing its parents. "There is in our rush of life too little time spent in directing our children to look for the finer things each child needs in growth. Let him have his garden and express himself in his own way—express his own originality."

"Leadership," said Miss Wilhelmina Gerard of the Elmira Garden Club in discussing the topic, "Counselor Selection and Training," "is one of the most important phases of the movement." In her opinion it is well to have two counselors for each junior group and a training class for counselors where junior work is discussed and planned, and a continuous program carried out. The system used in Elmira provides that there shall be meetings twice a month, one held in each school with the counselors and the other in a central place where some special subject is explained, such as soil management, preparation of seed flats or flower arrangement. Contact with parent-teacher associations, it was pointed out, is often fruitful in finding counselors.

The subject of awards and badges was discussed by Miss Frances Miner, garden teacher at the Brooklyn Botanic Garden, who said that as the result of many years of experience in promoting gardening among children the Brooklyn Botanic Garden has a carefully worked out system of awards. These are non-competitive and are in reality achievement badges or awards, each child competing with himself, so to speak, and receiving an award for his progress. All the gardening is done in groups of boys or of girls on the basis that such group activity stimulates interest. For the first three steps in gardening covering definite

projects there are three merit pins, one for each step completed. The pin, costing about 15 cents, is paid for by the individual after he has earned the right to wear it. The next award is a bronze medal. Then comes a silver medal, and finally a silver cup for particular achievement.

Miss Shaw gave a resumé of junior gardening which inspired in each leader a desire to guide juniors to observe the out-of-doors, to know and love flowers and plant life, to learn of the interrelation of these with animal life, to see and love the birds and the bees, and to know the uses of living things, finding joy and happiness through these channels.

All garden clubs were urged to participate in the celebration of the sesquicentennial of the Constitution of the United States through the tree planting program which will include junior gardeners. Supplementing the planting of the trees, pilgrimages may be arranged to observe and study trees. It was urged that children be guided to plant trees and grow up with them. It takes approximately a hundred years to mature a crop of hard maples and trees of this type. Cooperation on the part of all is essential if there are to be trees for the coming generations.

Some Values of Junior Gardening

Junior gardening is of such importance that it must be approached thoughtfully. Leaders must first take stock of the times, looking backward, then ahead to future horizons. Two particular images arise in the mind—the children and the country they will inherit. Garden club members have both as their trust. How well are they being administered?

There is in each individual an elementary desire for expression through some particular avenue which may be called talent. With this comes the choice of life occupation if the right groove is found.

All men crave recreation but not all the same type of activity, some preferring to originate and create and to be busily occupied. Educational systems of today have not met the needs squarely by training each child to fill the niche in life for which his temperament and mentality fit him. Examples of misfit education come to light daily. Normal and natural education should be of a type which teaches one to see, appreciate and use nature's gifts for sustaining and beautifying life. The garden club movement is a step toward promoting this in providing for juniors as well as adults the stimulus and means of enriching life with beauty and expression.

Gardening seems most nearly to approach the ideal of "education of body and soul." Contact with the soil brings health, peace, beauty, companionship, discipline and a means of expression developing initiative and originality.

Curiosity is an important trait in children. It is this quality, which, if nurtured along right avenues, helps to build soul and character. All children are perpetually asking why and how. There is need for leaders who have the interest of the child at heart and who are at the same time endowed with the gift of interesting them and have a working knowledge of their subject. Upon such leadership the future of our country depends. There must be leaders who can see and tell of "tongues in trees, books in the running brooks, sermons in stones, and good in everything."

Nature speaks to those who listen. She makes her appeal through form, color, sound and fragrance. She holds herself modestly alluring, but because of distractions calling more loudly, man is prone to pass her blindly by.

Any sincere gardener may enrich the lives of juniors by teaching them to love branch, bird and bee, and to respect the sacredness of life, and by filling their souls with spiritual food. Let the pageantry of seasonal beauty engage their minds and hands. Teach them to protect it all.

Group activities may be begun with the five-year-olds before minds and lives are crowded with other things. By keeping contact with nature on through life there will be built a more lasting enjoyment for the individual and a happier citizenry.

Sources of Information

In the following publications will be found programs for junior garden clubs which have proven workable:

Interesting Our Children in Nature (30 cents)
Miss Blanche P. Durgin, 14 South Munn Avenue, East Orange, New Jersey

How to Organize Junior Garden Clubs (free)
Junior Garden Clubs of America, care of *Better Homes and Gardens,* Des Moines, Iowa

Flower Games (15 cents)
Brooklyn Botanic Garden, 1000 Washington Avenue, Brooklyn, New York

The Junior Garden Club of America issues at the cost of printing a list of useful leaflets covering nearly all phases of the subject. There are specially prepared illustrated lectures for children.

Play Streets: Assets or Liabilities?

By WILLIAM M. WENER
Director
Home Thrift Association Settlement
Yorkville, New York City

Do play streets defeat the purpose for which they were intended? We hope that you will give us your opinion.

"HEY! Take those boxes outa there!" yelled the truck driver to a number of youngsters romping on a play street. He raced his engine and honked his horn, nosing his gigantic produce truck dangerously near an improvised barricade of packing boxes piled across the entrance to a side street leading from one of the main New York arteries.

"Wadaya mean, 'take dem boxes away'?" retorted the leader, "You can't come in here. Dis is a play street, ain't it?"

Quite true! This was a play street—and a supervised play street, at that—on Friday. But today is Saturday! And on Saturday it isn't a play street. In fact, the small movable sign on the stanchion post has been rolled away. But the youngsters aren't old enough to understand the why and wherefore of city ordinances. On some days they are allowed, even encouraged "by de guys wot run it," to play at will on the street. But at other times they find their games disturbed by passing traffic. The inconsistency of a plan which rules playing children on and off a street, according to scheduled plans formulated in some main administration office, fails at the outset to accomplish its initial purpose—that of making streets as safe as possible for play.

Every day is play day for a child—Saturday and Sunday not excepted! And, naturally enough, on the days when the streets are not supervised children expect the same freedom in the streets that they have on other days. On supervised days they are taught to help keep traffic off the street. In some places they select monitors who wear armbands and whose office it is to warn off invading traffic and turn it aside. Upon occasions they have seen their elders pile boxes from the neighborhood grocery store across the street entrance as a reminder to grown-ups who can't remember that this is their play street. The child mind argues quite logically that on days when there is no supervision, the packing boxes are needed more than ever!

Thus, the play street, inaugurated by well-meaning people who perhaps understand little of the working of the child's mind, defeats its own main purpose by teaching children a wrong behavior pattern.

"Keep the children off the city streets" has been the continual plea of the public — the command to social workers. And then these same well-meaning optimists proceed blithely to promote a movement toward making the street safe, and succeed only in making it more attractive for children to use as a playground! For the streets segregated on certain days for play are marked off with white paint to provide courts for paddle tennis, shuffleboard, quoits and various other low organization games. In addition, leaders are sent to help the children organize their games, for which balls, bats, racquets, marbles and tops are supplied.

In other words, the play streets are accomplishing exactly the opposite of what they were originally intended to do. They are accustoming the children to playing on the streets. They are teaching them to consider the street their habitual, natural—even preferred—playground. Here is a deliberate effort to organize street playing. Thousands of dollars are spent annually in maintaining the equipment, upkeep and personnel of the play streets, only to defeat blatantly the original purpose for which they were intended.

Asset or liability? Which?

In many districts of the city a seemingly unexplained paradox exists. Well-equipped playgrounds appear to be sparsely attended while nearby play streets are teeming with children. Some critics of organized playgrounds contend that this phenomena is due to a lack of sufficiently well-trained personnel in attendance at the organized playgrounds to interest the children in worth while programs of activity. If this is so, why not utilize the play street leaders—those now conducting play streets—to increase the personnel of existing playgrounds? Why not bend the same

effort and spend the same amount of money in augmenting the number of existing playgrounds?

The street gang, long the bugaboo of the socially conscious citizen, is merely the abnormal outgrowth of a very normal instinct, modern psychologists point out. "Ganging up" will go on wherever children gather together for play activity. Just as in school, there will always be cliques who naturally gravitate toward their individual leaders. All humanity tends to band itself together in groups under differentiated leadership, adult as well as adolescent. The so-called underprivileged child is no exception. His fraternity may not wear a pearl and sapphire studded pin to denote membership. The members may win their bids by fists and pledge allegiance in a trading quota of "G-Men" cards, instead of initiation by beer and pretzels. But social consciousness and social distinctions are quite as keen in the "ganging up" of the boys and girls of the city streets as they are in the more elective and "tapping" systems among the collegiate or polo-playing fraternity.

On any city street, five or six boys will unconsciously gang up with a leader. It may be the smallest lad—or the "dumbest." It is not always physical or mental prowess that makes a leader, but rather some inborn instinct for leadership which emerges to express itself in that certain child when he is with those of similar age and class. He may not even know he has it. At first the others may not realize he is a leader. Or conversely, they will not even know they are being led. But let an adult come into the group and suggest forming a "club." All boys are natural joiners—and an idea of a club hits them right between the eyes. Well, that's the lad they will pick for their president every time.

That the play street fosters the growth of the vicious street gang is a statement highly unfair, perhaps, in bare statement of fact. But, that it tends to bring back the very thing for which it was organized to combat, is not an impossible conception. For who is to "supervise" the children's play on the days when the play street has ceased to be a play street and becomes, once more, just another ordinary busy traffic lane?

How about the streets which have been abandoned as play streets? A certain percentage each year are run for a short period and then, for one of a number of reasons, closed again to children's play.

How about the probability of the play streets setting a mistaken example of play behavior for children who are not fortunate enough to live on a play street?

The obvious argument, promulgated by those who consider play streets efficacious, that children will play on the streets anyway, so why not make the street play safer and more pleasant—is, after all, a hedging attitude to take. Very obviously the play street is "safer" only in degree—not in fact. "Penny wise and pound foolish," it is like spending money to patch and repatch an old pair of pants when a slightly larger investment, taken from funds set aside for a clothing allotment, would buy a new pair! For the child is encouraged in a false set of values, a distorted, instead of an increased, community *esprit de corps* is fostered. A deceptive sense of security becomes a real hazard to the child's safety and life when he duplicates his play activity on ordinary, unregulated streets.

All thoroughfares cannot be play streets all the time. If they were, then they would be playgrounds! And some streets can never be play streets. What effect is this going to have on the observing child?

For instance, Johnny lives on a congested street that is never a play street. But he knows that Tommy, three blocks away, plays out in front of his house. If Tommy can play in front of his own house and have a play street, why can't Johnny?

The adult may argue, "why doesn't Johnny go and play on Tommy's street?" The adult who says this doesn't know the habits of street children. There may be a line drawn between Tommy's street and Johnny's street—a line drawn in barriers that no adult, no play street supervisor, no child can break, nor would want to break. There may be a dozen reasons, all silly to an adult, why Johnny isn't welcome to play in Tommy's block. The two boys may easily attend the same public school. But this doesn't nec-

The subject of play streets is a controversial one, and there are people who will not share Mr. Wener's conviction that such streets are more of a liability than an asset. RECREATION has in the past published articles presenting the viewpoints of advocates of play streets, and will be glad to receive comments on this article for later publication. The most recent and comprehensive presentation of the values of play streets, their organization and conduct, is to be found in a book just off the press—"Play Streets and Their Use for Recreational Purposes" by Edward V. Norton, published by A. S. Barnes & Company, New York City.

essarily mean they will choose to spend their play hours together. It may be a rivalry no adult may comprehend, but it will preclude the mixing of play hours for Johnny and Tommy on a play street.

In one New York neighborhood recently such a situation arose. A gang from a neighboring street who didn't have a play street decided to take advantage of their rivals' good luck. They arrived at the entrance—half a dozen youngsters, ranging from nine to six years of age. They were warned off. The play street gang held their ground. That was *their* street and there were plenty of boys and girls in the block who were welcome. The invaders left, but not for long. They returned, this time their numbers doubled. They came, hauling their improvised roller-skate carts. For the second time they were repulsed. But this time they had come prepared. From the soap-boxes mounted on wheels appeared sticks and stones and a few milk bottles. Brave artillery in a brave cause! When milk and pop bottles are redeemable at any grocery store for two, three and five cents! Many a stick of candy or chew of gum was sacrificed that day in a battle for a play street!

It didn't take the play street gang long to get the idea. Leaving some of their number on guard, others went home. They came back with their wooden pistols, crudely fashioned of two sticks and a spool. By this time the girls had decided it wasn't just a man's fight. Ammunition gone, the invaders retreated, only to return again with loaded carts and increased boy power.

At this stage the play street gang had organized. They had scattered and hidden in doorways and behind ash cans along the route. They had slingshots this time—and some coal. Again they beat off the intruders. And this time the interlopers didn't return. Calm reigned on the play street once more! Ordinarily there was a supervisor on that play street. But this particular day wasn't a "supervised" day!

Once more the play street had proved its inefficacy in defeating one of the evils for which it was introduced. In fact, it had inspired the very combative spirit of anti-social ganging up which it was so hopefully inaugurated to dispel. For the original idea of the play street was to give the children in districts where there was no available public playground a safe, supervised play area—a play area at their own doorsteps where they might be under the parental eye.

The play street fosters a wrong behavior pattern in the child's mind. He takes no heed of passing traffic. Haven't the "cops" closed off the street for his special benefit? Hasn't he been given priority right to play there? Hasn't the gang been told it may play there without intervention? Hasn't it been encouraged and pursuaded to take part in the competitive tournaments and handicraft classes organized in the streets and on the sidewalks? The child gets used to thinking of his street as a closed street.

Of course it is impossible to bar all traffic. When the play streets were first opened, a brave attempt was made. A few summons were given in a desultory fashion. Even a few fines were handed out to those who ignored the play street signs. But there are the residents in the block who have cars. Their guests who drive, from a distance perhaps, are unfamiliar with the provisions made for the children. There are business men who must have deliveries made. There are very few congested streets that do not have their small stores in the block. The residents certainly cannot be deprived of the privilege of parking their own cars before their own doors! Or could they be, if the job of providing safe play streets were really well done? They do it in England by renting from property owners at the play street entrances permission to run a chain across the street. But the majority of English towns and cities have their delivery alleys at the rear. In New York City it is a question whether modern business methods would permit of that without a great clamor of "hindering business" or many other similar objections being raised. And who could say that they would not be entirely within their rights to make a demand for uninterrupted and unrestricted trade?

Children get accustomed to darting in and out from behind parked cars without a care for approaching traffic. There isn't supposed to be any traffic! But how about building up careless pedestrian habits which will prevail when the child is *not* on the play street—or even when he is playing on a street that isn't a play street, because it doesn't happen to be the right day?

Statistics show that most of the motor accidents from which children suffer occur from their running out from behind parked cars into the path of an approaching vehicle. Certainly it is unwise to encourage a city child in such rank

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New Horizons for Camping

The American Camping Association, on February 4, 5 and 6, 1937, held its fourteenth annual convention at Detroit, Michigan. William G. Robinson, District Representative, National Recreation Association, who attended the meetings, tells here of some of the emphases.

Courtesy Luther Gulick Camps, South Casco, Maine

THERE WAS a familiar sound to recreation workers in much that was said at the fourteenth annual Convention of the American Camping Association, at Detroit, February 4, 5 and 6, 1937. The emphasis on skilled leadership, the question of motivation in activities, the distinction between guidance and bossing, the problems of safety, and the details of such program material as dramatics, music and nature study, contained much material to keep all in mind of the fact that camping is a great field of recreation. The story of the National Park Service in its development of camps was told to the convention by Julian Salomon. Howard W. Oxley told of the CCC Camps, and Munroe Smith of the Youth Hostels.

One note of public recreation gatherings was absent—references to finances. For this convention represented very largely the private boys' and girls' camps supported by fees, with a generous number of camp authorities and workers from Y. M. C. A.'s and Y. W. C. A.'s, Boy Scouts, Girl Scouts and Camp Fire Girls. There may have been some connection between the small number of representatives of public recreation departments and their total absence from any place on the program or among the officials of the convention. Although the theme of the convention was, "New Horizons for Camping," municipal camps did not appear on the horizon. They *did* appear in some of the addresses. Mr. Salomon of course was referring to public camps and particularly interesting was his description of the functioning of Camp Councils in Pittsburgh and Washington with their study of the needs of their cities.

Dr. H. S. Dimock, speaking on the subject, "Studies of Standards in Camping," insisted the camps must take themselves seriously as educational enterprises, and said that in spite of lack of standards, in too many cases, and of a general individualistic trend, they possessed an essential unity that made possible the formulation of desirable practices, and that they had much to learn from the fields of education and recreation as well as other professions and sciences. He told of well attended three-day institutes in Chicago at which camp leaders, in the appraisal frame of mind and emphasizing educational methods and procedures, discussed all phases of camping from staff qualifications to safety measures.

Along the same general lines was the description, by W. Thomas McCullough, of the Cleveland Camp Council, which forms a center for the

exchange of information, a focus for interpretation and has an advisory function. Membership in the Council requires minimum standards and through mutual helpfulness, much advance has been made.

There was a charm and a reality about what Fay Welch had to say on the "Values of Living in the Wilderness," that made this listener long to visit his New England camp. Naming such objectives as the enrichment of the inner life, the socializing values, and the understanding of such basic natural phenomena as droughts, floods, forest fires, drainage and vegetation effects, Mr. Welch illustrated, not only in his talk but with most attractive moving pictures, the camp activities that develop this understanding. Trips formal and informal, museums with ever-changing contents, photography, a weather station, nature games and nature stories were some of the activities described.

A reasonable and easily comprehended treatment of the relation of camping to mental health was given by Dr. E. Lee Vincent of the Merrill-Palmer School. Defining what she meant by literacy in the physical and emotional as well as the intellectual sense, Dr. Vincent gave most of her attention to the emotional values in camping, its opportunities for helping the "skill hungry," for teaching naturally and for inculcating appreciation of simple things. Above all she emphasized its values in developing social skills, real friendships, ability to face success and failure, and the opportunity for campers to find resources in themselves—the ability to be alone. Emotions, she said, were to be controlled, but not to be feared; were necessary and sources of pride.

In two inspiring addresses Eduard C. Lindeman brought to the camp leaders a broad philosophy of their relation to social changes and a series of challenging questions as to their part in national cultural development. Relating camping to the leisure time field, Mr. Lindeman said the Federal government had definitely entered that field

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Courtesy Luther Gulick Camps, South Casco, Maine

Short Term Camping

Camping "by the day" and other variations of the camp theme each year add new interest to the playground program

SHORT TERM, in-town or near-town camping is increasingly being recognized as a suitable and integral part of a summer recreation program for children. Reports from a number of communities and institutions reveal that these camps include not only the already familiar "day camp" but also over-night camps and five-day "Monday to Saturday" camps. Administration, location and the group served differ greatly in the various communities and institutions because of varying needs, facilities and funds.

For Mothers and Children

Oglebay Institute of Wheeling, West Virginia, conducts a playground day camp serving two groups—children and mothers with small children.

Inaugurated in 1929, the camp serves each season some 3,000 children under twelve from playgrounds, orphanages and settlements. The city Recreation Department has the entire responsibility of choosing the children who attend the camp. Each day from sixty to seventy of them are given free transportation to the camp in buses and are provided with a half-pint of milk by the Institute.

Arriving in the morning at Picnic Site No. 1, the location of the camp in the park, the children embark on a full day of camp adventures under the leadership and care of a director and two assistants, a practical nurse, the Institute naturalist and his assistants, and a number of volunteer leaders.

Following the ceremony of flag raising, a varied program is offered. There are games, movies, a trip through the museum and gardens, pony rides and nature activities including an Explorer's Club for children particularly interested in nature. There is ample time and opportunity for wading in the brook, playing on the grass and climbing trees, for many of the children have little or no chance for such activities at home. At four o'clock camp closes and the children reluctantly leave for home.

In 1931 there was inaugurated a "Mothers' Vacation Day," a day on which mothers come to camp with their small children. For the past two years two days a week have been set aside for this group. Children invite their own mothers and young brothers and sisters for these days, and the camp is moved to Point Cottage adjoining the playground day camp. The smaller children are cared for in the day nursery by a nurse and her assistant. There are games and story-telling for the other children, and for the mothers, a nature field trip, a visit to the museums, games, craft, singing and a trip to the gardens where each mother may pick a bouquet to take home. For many mothers this is the only vacation from home during the entire year.

The staff, beside the director, is made up of volunteers and workers from the WPA.

A Day Camp for Boys

A tranquil section of a city park in Houston, Texas, became a camping ground for 164 boys on successive Thursdays in August of last year. The Council of Social Agencies had gone on record as favoring a camp experience of at least a day for every boy in the city free of charge and the project was launched.

The camp was run six Thursdays in all, the first two being directed by the Houston Recreation Department, and the remainder by the Boy Scouts and the Y.M.C.A. Boys over ten were eligible.

The program started at one o'clock and continued until nine at night, the boys bringing their "nose bag" suppers with them from home. The Boy Scouts conducted the opening flag raising and immediately afterwards the boys were divided into groups of ten with an adult leader assigned to each group. Each group took the name of an Indian tribe and elected a chief and assistant chief

and made up a tribal yell for purposes of identification. Having become Indians, all the tribes were taken to the museum and zoo. The tribes then met together and the rest of the program for the day was explained.

A nature hunt was scheduled—a cross between a scavenger hunt and a treasure hunt. The "finds" were laid out in original designs. Then followed games and athletics including soft ball, volley ball, paddle tennis and tumbling, organized on the basis of inter-tribal competition. Woodcraft, wood carving and coping saw work were offered during the whole afternoon.

Supper came at 6:30, then flag lowering and dual contests until time for the evening fire. The evening fire program lasted nearly two hours with songs, games, stunts, stories and competitive cheering on the program. "Taps" concluded the program and day filled with adventure at camp.

"Summer Home Camping"

Camp Yomawha, run as a "summer home camp," by the Young Men's and Women's Hebrew Association of Washington Heights, New York City, may lack hills and trees and streams on its camp site, but it has offered a real day camp program for six years in its home in a city building. It is the purpose of its staff to carry on the educational aims of the school during the summer months and to provide for city-bound children as much of an outdoor camp experience as possible.

The camp is open for boys and girls six to fourteen years of age on a cost basis of $35 for eight weeks, $20 for a half season, or $5 a week. Last year out of 124 children attending the camp, twenty-nine had scholarships. This fee covers the cost of transportation (to pool and trips), swimming in a private pool, lunches, and staff salaries.

Each child is examined by the camp physician upon joining the camp and conferences are held with parents. Every attempt is made to make the program as "campy" and informal as possible. The staff members are "counselors" and are called by their first names.

Camp opens at nine in the morning and closes at four in the afternoon. The hours between those times are filled with active and quiet events suited to the various age groupings — Midgets, Juniors, Intermediates and Seniors. Music, dramatics, hobby groups, handcraft, swimming (daily) and dancing play an important part in the program, but nature and outdoor activities, an integral part of a camp program, are stressed particularly and are carried out on the roof, in the park, and on trips afield.

Camping from "Noon to Noon"

The "Happy Days Camp" of the Akron, Ohio, Recreation Commission and Board of Education is located in a park, a part of the Metropolitan Park Plan just eight miles from the center of the city. It serves all children who attend the summer playgrounds.

The children remain in camp for twenty-four hours—from noon to noon—boys and girls attending on alternate days with approximately fifty in a group. They bring their own food and blankets.

The Recreation Department provides cots, transportation, supervisors and chaperones, and administers a program including swimming, nature study, hiking, handcraft and personal hygiene.

In 1936 over 1,600 children spent a day at camp.

A Camp for Underprivileged Children

The camp which the Recreation Division of the Park Department of Springfield, Massachusetts, conducts is for underprivileged children of the City Welfare, Family Welfare and Soldiers' Relief families. It is run for a period of eight weeks, four weeks for boys and four for girls, starting the Monday following the Fourth of July and lasting through August. Each child is allowed five days at camp — Monday through Saturday.

The camp, which accommodates ninety-eight children, is situated three miles from the center of the city on the shores of a large lake. There are fourteen cabins with eight beds in each. A small swimming pool and shower baths and an athletic field for games are among the facilities. Blankets, pillows and soap and towels are all provided. In fact, the youngsters are not required to bring anything to camp except clothing.

The past summer (1936) there were 918 children in camp, 470 boys and 448 girls, representing thirty-one different nationalities. The average gain in weight was two and a half pounds although one boy gained seven pounds and one girl seven.

The Belleville Recreation Camp

From an experiment in municipal camping in 1931 involving twelve boys and borrowed equipment, the Belleville Recreation Camp of the Recreation Commission of Belleville, New Jersey,

has grown into a full-fledged camp. In 1936 it boasted six army tents with floors, a screened and electrically lighted dining hall and a swimming pool. Two hundred and eighty children from seven to fourteen years were enrolled during the summer season, coming to camp in small groups on Monday and leaving on Saturday. Boys and girls are allotted separate periods. Adults use the camp over the week-ends. All groups are examined by the town nurse before attending camp.

An allocation of $700 by the Town Commission for food and donations from the Rotary and Lions Clubs and the assistance of the WPA and volunteers made it possible to run the camp free of charge for the children of distressed families in Belleville.

The program includes nature study, story-telling, camp craft, handcraft, swimming, hikes, games and sports, singing and first aid.

Overnight Camping on the Playground

Last summer the Department of Public Works of Rome, New York, conducted a unique experiment in overnight camping which proved to be one of the most effective activities sponsored by the department in focusing public attention on what could be done on a playground.

William L. Koch, Superintendent of Playgrounds, decided that though a summer camp was out of the question it should be possible to arrange for a limited camp experience which the children of the playgrounds could enjoy at little expense. A program of overnight camping on the playgrounds was the result. The Department was fortunate in having a suitable camp director in an individual working on a TERA playground project. With the leadership problem solved, the next step was an appeal through the newspapers for tents. The response was immediate and contributions poured in until there was an abundant supply of tents from pup tents to those of a circus vintage! Some of the children made their own tents.

Opening night found the camp filled to capacity. A number of fathers spent the first night in camp with their boys. Several workers served as tent leaders.

Little equipment outside of the tents was necessary. The toilet facilities of the shelter house were used, and the first aid kits available on all the playgrounds were on call to take care of any minor accidents. It was necessary to provide a large container for drinking water. Wood for the camp fires ceased to be a problem when permission was secured to use wood which a near-by farmer donated.

Each night there was a camp fire program. In writing of this activity, Mr. Koch says: "The programs need not be involved nor elaborate each night, but once or twice during the week leaders in the life of the community can be called in to give information and educational talks. We were able to call on Boy and Girl Scouts for programs. One troop of Boy Scouts had for its leader a man versed in Indian lore. This troop had been trained in the rituals and dances of several tribes and was able to put on a worthwhile program at several camps. The Chief of Police spent one evening in each camp and was able to create a friendlier attitude between the boys in the camp by dispelling the erroneous idea that a policeman is a natural enemy, saying that he is really a protector and friend."

The boys' camp was so popular that the girls decided that they, too, would like to have a period set aside for them. This was done after contacts were made to determine how public opinion would react to such an experiment. It was found that much the same organization as was used for the boys would serve for the girls' camp. It was felt wise to have two responsible men stay in the camp to avoid any possible danger of disturbance by hoodlums.

"The program is not possible," says Mr. Koch, "unless the leaders in charge are willing to work just a bit harder than the average playground leader, especially in the early stages. It does pay big dividends to a community. The program may not carry over when the novelty wears off but when that happens we hope to be prepared to take the children down new and interesting avenues of experience."

"Every effort should be made to find a day camp site that has an atmosphere of the woods. The beauty of a camp depends upon the woods, mountains, rocks, flowers, meadows and waters that surround it. Some wooded land and some level ground are desirable. Both sun and shade are needed. The site should provide opportunities for nature study, exploring, handicraft, and, if possible, swimming, canoeing and boating. A site with porous sand or gravelly subsoil is preferable."—From *Girl Scout Day Camps.*

Enjoying Nature— What Does It Mean?

By BILLY L. BENNETT
Boys' Department, Y. M. C. A.
Muskegon, Michigan

THE STUDY of nature lore may be absorbing or boring as a leisure pastime. It is absorbing for those who have learned that it offers adventure, companionship and discovery. It is boring for those who know not how to go about enjoying nature or sharing her many benefits and pleasures.

It is not always the fault of the child when he shows no interest in nature. Many times he is reared on tales of snakes, vampires and other supposedly hideous creatures that cause him to fear wild things. Often he is the child of parents who are not interested in natural lore themselves and fail to encourage the boy in that field. Today we find many men professing an ardent interest in nature, but their interest is abstract and passive.

No one can appreciate the lack of interest in nature lore better than one who has conducted classes in nature study at a summer camp, and I was not surprised when only two boys registered for my group on the opening day of camp. The camp director was kind enough to loan me his campcraft class for the first day. The next morning, when I called the roll for a hike, I had the largest class in camp!

I took care, on that first day, not to mention one scientific fact. I asked no one to identify a tree or a flower. None of the boys was required to listen for bird calls. A few weeks later the entire class were doing those very things — and were enjoying them! That first morning I asked the boys to hunt for turtles and frogs. The turtles were for the camp aquarium and the frogs were for the snakes which, I promised the boys, we were to catch alive at a future date. I heaved a great sigh of relief when the boys went at their work with sudden interest and enthusiasm.

It was my mention of snakes that won the boys to my side. The prospect of keeping some living reptiles in camp appealed to them immediately. Even those who feared snakes were truly fascinated by the thought of catching a wild creature alive. I have never departed from that form of approach in my nature work with boys. While I do not always use a snake cage to sell my business to students, I always get something tangible as a starter. It may be a live rodent in a cage, an ant colony, or a box of silkworms, but it serves as a moving, living article from nature's wonderland.

Nature study goes beyond jars of preservatives and identification charts. If you're at camp it may mean the fun of cruising along weedy banks and poking under logs and lily pads for frogs; of hunting turtles and learning about animals, trees and insects by coming to know them intimately.

Avoid Technicalities!

If you want your son or your student to learn to enjoy nature, be sure that you don't start him out on a technical basis. There will be sufficient time for more organized and scientific study after he has learned the more entertaining side of nature study. The first thing I do is to drop the term, "nature study," for it reminds the child of work and school. Nature lore and woodcraft both mean the same thing as does nature study, but their psychological appeal is much greater. Don't make the child believe that an interest in nature and wild life is a duty, a responsibility. It is, rather, a heritage, the privilege of every man. Henry Van Dyke tells us that the mountains are free. So it is with all natural terrains. The plains, the forests, the rivers, the swamps—all are free and for us to enjoy and understand. But how—we have often asked ourselves—shall we start?

Ways to Start

There are two ways to start. One is to secure a copy of a standard natural history reference and dig in. Another method is to read a book of exciting animal stories or adventures of men who walk in the wilds. I have found that if one cares to maintain his interest in the out-of-doors starting on the latter course is preferable. I usually relied on a few Indian legends and the story of a lonely trapper and his dog in the Canadian woods to get my boys into the spirit of

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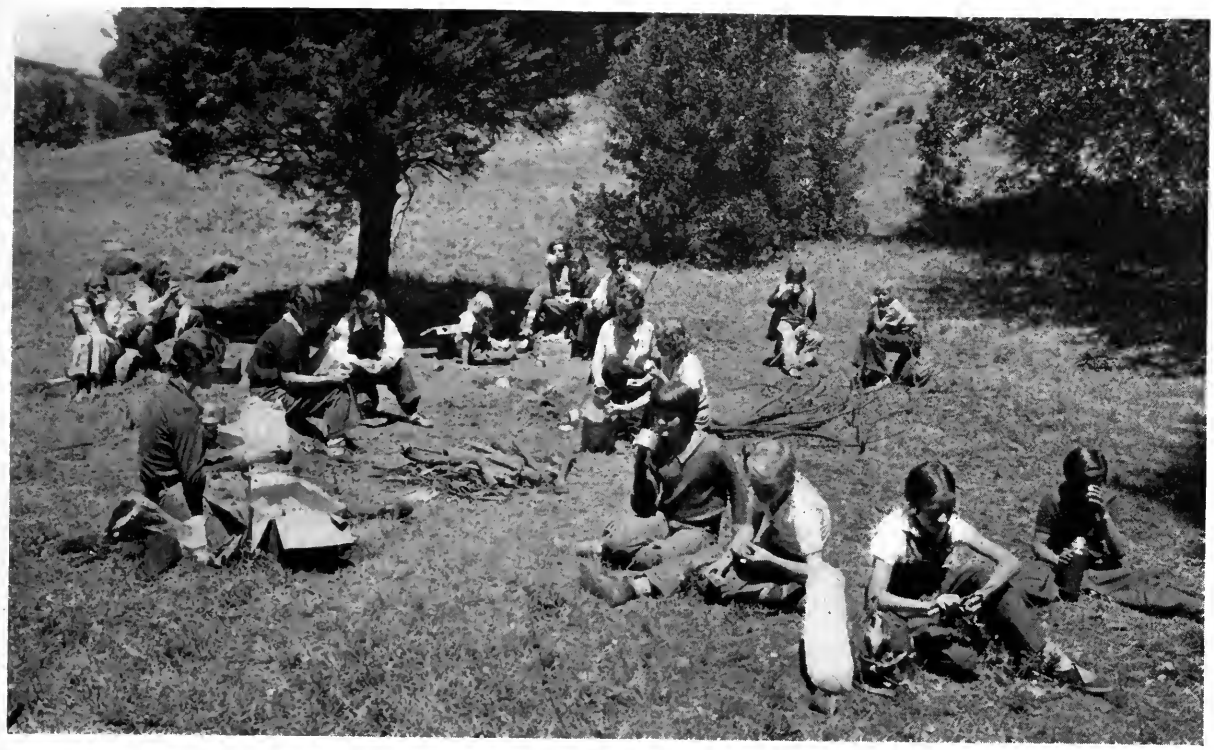

Overnight Camping

By ARTHUR J. KIRKPATRICK
Director of Recreation
Vallejo, California

EVERY BOY OR GIRL, regardless of financial circumstances, has the opportunity of camping out when the Recreation Department conducts a well-organized overnight camp. It brings to every child an opportunity to know the joy of sleeping under a ceiling of stars, a way to gain a deeper appreciation of the wonders of nature, a chance to learn to adjust himself to rules and routine so necessary in the intimate life of the camp, and a means of understanding the importance of his own self-reliance in doing for himself as well as caring for the welfare of others.

The fact that no child need be excluded for lack of money to pay camp fees or other expenses in itself justifies overnight camping as a part of the regular summer program. An overnight excursion will in no way conflict with other camps already being conducted, but in most cases will make more complete the usual summer camping program.

Albany is a small suburban community adjacent to metropolitan Berkeley and Oakland, and forty-five minutes from San Francisco. Albany has its own Y.M.C.A. annual summer camp for boys and girls, and many camps are offered by Recreation Departments, Boy Scouts, Y.M.C.A., Camp Fire Girls, Girl Scouts and other organizations of neighboring cities. It was therefore surprising to learn that large numbers of children in Albany were being denied opportunities for camping of any kind. The many enthusiastic responses to the first announcement that overnight camps would be conducted by the Recreation Department indicated that the activity was desired and definitely needed.

The Site

When the Recreation Department first planned overnight camps the site selected was little more than a spacious back yard. It was a large playground located in an outlying district of town, partly surrounded by trees, with a sheltered area for a camp fire. Had it not been for the opening of the East Bay Regional Park with its majestic redwood groves and other virgin forest areas not more than twenty miles distant, plans would have been carried out for the in-town camp. Though this camp could not have offered the same attractions as the Regional Park site, had the providing

of transportation for this distance presented too great an obstacle this in-town camp would have solved the immediate need. Before the opening of the Regional Park we had become convinced that the in-town camp, if carefully planned and promoted, could do much toward providing camping activity for many boys and girls of the community. The community that lacks readily accessible out-of-town sites can utilize one of its existing recreation areas and thereby fulfill the normal and healthful desire of children to live, for a time, in the out-of-doors.

Preparing for Camp

Announcements of the camp and the dates on which it was to be held were made known to the community through the usual publicity channels. A special effort was made to get the information before service clubs and PTA organizations. This was done with the purpose of gaining their aid in providing transportation to and from the camp. Camp dates were planned in midweek at different times for boys and for girls, and also on week-ends. In this way conflicts with family week-end plans and with Saturday work done by many of the boys were largely avoided.

Each child was required to register at least three days before the date set for the trip to camp. Registration blanks required the name, address and telephone number of the camper as well as the signature of the parent. Campers provided their own bedding, food and cooking utensils. Upon registering they were instructed to meet at a designated playground and be ready to leave for camp at 9 A. M., and they were told that they would be returned to the same place at 3:30 P. M. the following day. They also received instructions as to the blankets and bedding which would be needed, amount and kinds of food, cooking utensils that would be necessary. Campers were informed that it would not be possible for them to join the group if their bedding, food and utensils were unsatisfactory or inadequate. The enforcing of such a rule is necessary, for we found that regardless of every precaution some children would arrive at camp with inadequate provisions which might cause discomfort for all. An incidental fee of twenty-five cents was charged to help defray the cost of hot chocolate which was served to all campers at supper, and lemonade or punch which was served with lunch. In cases where even this small fee could not be paid special arrangements were made. A limited number of blankets and utensils were also provided when it was discovered that lack of these things would prohibit a child's attendance.

When camps were conducted on Saturday nights which extended into Sunday morning, it was made clear in the publicity or announcements that outdoor Sunday morning services would be held under the leadership of a competent director.

Transportation

Transportation for the eighteen mile trip was provided by an automobile caravan. Members of service clubs donated the use of their cars on one occasion, but it was found that PTA organizations had less difficulty in providing cars with drivers, as the women were free to make the trip during the day. Only those cars were used that were available for both trips to and from the camp. Drivers and owners of cars were always informed that in the case of an accident they would be liable just as on any other occasion. Careful travel by caravan led by the camp director, however, is the best insurance against possible accident. Another method of transportation would be by chartered bus, which would relieve the Recreation Department of all possibility of responsibility or blame in the case of accident.

Conducting the Camp

No provision for a nurse or doctor was necessary as ambulance service or medical aid which might be needed in case of a serious accident or sudden sickness at camp could be obtained by telephone. Because it was possible to reach parents immediately by the same means, many children were permitted to join the camp whose parents had refused to allow them to attend other camps located at greater distances from home.

The conduct of camp and camp activities was in most

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"There are few adults today who lived as children in the country or in a sparsely settled residential district, who cannot recall with intense pleasure their childhood experiences in sleeping out-of-doors. Often a spacious back yard supplied all that was needed for a place to pitch a tent, build a camp fire and prepare one's own food, imagining the camp located in the midst of a boundless forest. Nowadays back yards in the city are difficult to find, and city ordinances make open camp fires impossible. Some way must be found of giving children this opportunity."

Courtesy Art Service Project, WPA, New York City

What Games for the Day Camp?

By MAUDE L. DRYDEN
Senior Project Supervisor
Day Outing Camps

FOR THE PAST three years, both summer and winter, a Day Outing Camp program has been conducted by the Works Progress Administration of the City of New York for New York City children. Considerable progress has been made in the development of the program during this time, and the selection of appropriate game material has received special attention.

The purpose of the day camp program is to awaken a consciousness of the joys and values of recreation in woodland, rustic or waterway surroundings, and to implant a kind of outdoors familiarity which will identify individuals with woodlore and nature lore. All this will be a satisfying equipment for leisure time, since such diversion may be engaged in with much or little expenditure of money.

The term day camp was chosen with the idea that in itself it conveyed an immediate impression of primitive conditions, with something of a challenge to adventurous spirit. It is important, therefore, to confine activities to those which most strongly emphasize these interests. In long term camps the day-after-day living conditions contribute to this aim, while the fleeting exposure of day campers to such near-rugged environment as may be found in or close to cities cannot be depended upon to supply the need adequately.

Some part of every program is devoted to games chosen not only for the reasons mentioned, but to add new interests rather than cling to those already known and accepted. Real effort is made to eliminate the games used on the city streets and playgrounds. For instance, the children's resquests for baseball would be acceded to only with a new group and for the purpose of gaining control or confidence. Other active woods-like games would be substituted as soon as feasible.

In the WPA day camp project are two types of groups. One group is made up of children who attend neighborhood organizations after school hours and Saturdays; the other is made up of the children from the public school class rooms in winter and the Board of Education play schools in summer. For the neighborhood camps the following games are good examples: "Duck on the Rock," "Leap Frog," "Over the Brook," "Midnight," "Hare and Hounds," "Run, Sheep Run," "Ride Him Cowboy," "Stealing Sticks" and "Prisoner's Base." Instructions for these may be found in any game book.

Many common games can be played with the use of short branches and rocks instead of regulation equipment. Where the Indian theme is stressed, branches of proper thickness can be cut into required lengths and decorated with symbols and painted. "Club Snatch Bombardment" and "Poison" are games that can well use such natural material to replace the usual Indian clubs.

Among the games that will crystalize nature lore are the following:

"A Nature game is not a substitute for Nature education but is a part of it. Nature play is instinctive and has the power of developing the play habit. Childhood is the time for developing this play habit in the out of doors. If neglected, the individual will usually be deficient in that particular training. Man is the only animal that ever neglects or trains away from the games of Nature."—

—*William G. Vinal.*

Nature Games

Trees and the Wind. Players are divided into two equal

sides—"Trees" and "Wind"—each side having a home marked off at opposite ends of play space with the wind. "Trees" pick a tree such as oak, sumac or birch. They walk over to the "Wind" who stand on their line ready to run and guess what tree the other side may be. As soon as the right tree is named all the trees run for home the wind chasing after them. Any trees caught become prisoners of the wind. The rest of the trees play with the wind again taking a different name until all the trees have been caught in a given time. Then the wind and trees exchange places.

This is a combination of running and guessing, correlating nature study with play and using names of familiar trees, such as the following:

1. Tulip
2. Elm
3. Black Cherry
4. Red Cherry
5. White Maple
6. Red Maple
7. Oak
8. Sweet-locust
9. Honey Locust
10. Black Walnut
11. Cedar
12. Pine

Birdcatcher. Type—Tag game

Number of Players—Ten to thirty

Supplies—None.

"Birdcatcher" stands in clearing. Other players are given names of birds. Each group of "birds" is divided in two subgroups of equal number, which are placed in "nests," marked on opposite sides of clearing.

When the birdcatcher calls the name of a bird, all the birds bearing that name must change nests. The birdcatcher tries to catch them while they are in the clearing. All the players who are tagged are put into the cage (marked at one end of clearing). When all the birds are in the cage the first bird caught becomes the birdcatcher. If the group is large have two birdcatchers. Use names of familiar birds such as:

1. Starling
2. Chickadee
3. Sea-gull
4. Sparrow (English)
5. Blue Jay
6. Hawk (Sparrow)
7. Woodpecker (Downy)
8. Flicker
9. Quail

Beast, Bird, Fish. All Ages. Team Type of Animal Games.

Divide the players into teams A and B. Seat teams opposite each other in any convenient manner. Parallel lines are best. An A member starts the game by throwing an object, such as a knotted handkerchief, soft ball or bean bag to any B member, calling, as he throws, one of the words: "beast, bird, fish." The instant after calling he starts to count ten. Before he reaches ten the B player who received the object must name either a beast, bird or fish, depending upon what the A player called. If the B player fails to name a correct object before the thrower counts ten, one point is scored for A team. Similarly, a point is scored if an object that was previously named is mentioned a second time. The teams throw alternately; the one wins that has the greater number of points at the end of a time limit.

Notes for leaders: It adds to the fun to permit a player who cannot think of a name quickly to throw the handkerchief to a team mate at least two players distant. He calls "Help" while throwing.

Nature Chase. This is a woodsy adaptation of birds, trees and flowers to a playground game of chase.

Two captains choose sides and determine which team shall be "chasers" and which "runners." Then the playing space, usually a road, is marked with three lines—one a starting line 60 to 100 feet from the second or take-off line, which is three feet from the third or safety line. The runners and chasers, respectively, retire behind their safety and starting lines. The runners decide upon the name either of a bird, tree, flower or plant, keeping the decision secret from the chasers. To illustrate, if they decide upon a bird, say woodpecker, the runners advance to the take-off line and announce to the chasers that they are birds. Now the game actually starts.

Under the direction of their captain, the chasers huddle in a compact mass and decide upon a number of birds. Each player is then assigned a certain bird. They return to the starting line, three feet from the opponents, who are behind the take-off line, and the active part of the game begins. The first chaser calls loudly the name of the bird assigned to him. If it is not the one selected by the runners they yell in unison "Wrong."

The next chaser then names a bird. When "Woodpecker" is called, the runners instantly dash for safety behind the safety line, pursued by the chasers. The chasers receive one point for each player tagged. The team wins that has more points at the end of an even number of innings.

Notes for leaders: It is advisable to permit players to select only such nature objects as are indigenous to the part of the country in which they live. When players fail to name the object selected by their opponents, after each member named one thing, they tend to give up. They

should be encouraged to retire and think of more objects and keep trying until successful. A name should be used only once during a game.

Birds of Prey. Corner Ball may easily be made a nature game. The ball may be given the name of a bird and the goalies each can take the name of a tree. When team A is in possession of the bird, team B will became birds of prey and will attempt to prevent team A from sending the bird safely into a tree. If team A succeeds in getting the bird safely into a tree, team B must give up one of its hawks and then they take the ball and team A becomes the birds of prey and team B tries to send the bird safely into a tree. The team having the larger number of men at the end of the game is declared the winner.

Catch of Fish. A goal is marked off at each end of the field, and the players, divided into two equal groups, take their positions in the two goals. The players in one goal join hands and stand in line to form the net. The players in the other goal are the fish. At a given signal the players change goals. The net tries to catch as many fish as possible by surrounding them. The fish can escape only through the opening between the ends of the net; they cannot go under the arms. When the ends close together, all go back to their goals. The fish then join hands and become the net. The game continues in this way, each group being alternately fish and net until all of one side are caught.

Courtesy Art Service Project, WPA, New York City

Other Types of Games

The children from the public schools have a program arranged so that during the regular school term their class room work will be emphasized in all their camping experiences.

Numbers is one game that is used to stress arithmetic. Players form a circle and each player is given a number. Leader stands in the center of

the circle and calls a number, for example 8. The player whose number is 8 must run into the circle and catch the ball before it touches the ground. If he fails to catch the ball one point is scored against him; three points put him out of the game. If he catches the ball he becomes the leader. Division, subtraction, addition and multiplication may be used. Example: to call the number 6, the leader may call any of the following ways, 12 divided by 2, 18 divided by 3, 10 minus 4, or to make it more difficult, 3 times 8 plus 4 minus 10 divided by 3, etc.

Another device used was to step off distances between opposing lines, counting the number of children for each leader, calculating how many periods of recreation were possible in the time allotted.

My Friend is a game used in connection with geography. Players are arranged in a circle. One child in the center, who is "it," says "My friend wears wooden shoes," and counts while pointing to some one in the circle. If this person does not say "Netherlands" or "Holland" before ten is counted, he must replace the person in the center. "It" may say "My friend lives in a country where ——" or "My friend's national emblem is the Shamrock, Thistle, Dragon, etc."

Old Man of the Woods is a good day camp game for use with the children of the public schools. The players are divided into two groups, which form into two lines facing each other a short distance apart. One group is chosen to "act" (after deciding upon some action representing Old Man's occupation). They advance a few steps saying "Here comes Old Man from the Woods." The second group says "What can he do?" First group replies "Anything." Second group says "Work away." At this command all players in first group imitate an occupation such as chopping wood, sawing lumber, picking fruit, rowing a boat, building a fire. The second group guesses what the action represents, and, if correct, they take a turn at performing. If the guess is wrong the first group retires to decide on another occupation, returns and acts it until the second group guesses correctly, when the order is reversed.

A class that is learning about Switzerland may use a rope and alpine stock (improvised from branch of tree) and hike over the rockiest and hilliest route in the park. They will probably make weird attempts at yodeling!

I Like is a game that may be adapted to any subject that has been taught in the class room and lends itself very well to nature subjects. Five to fifteen may play and will need a large soft ball. Players form a line with "It" standing in front a few feet away. All players take the name of a rock, for instance, that has been discussed previously. One "rock" is chosen to be "It." "It" stands on a line with one hand on the ball ready to throw at the rocks who are standing in the line marked off about four feet away. When the rock who is "it" calls out "granite," all the players start to run and the player who is "granite" must run up to "it," take the ball and call out "Halt"! Runners must stop immediately when he tries to hit one of the running rocks. The rock who is hit then becomes "it" and the game proceeds until a player has been hit three times. This player is then put "through the mill" or some other form of penalty.

Note: Rocks common to New York City day camp sites are slate, marble, gneiss, sandstone, fieldspar and quartz. Names of trees, birds, insects, flowers, or any nature subject may be used instead of rocks.

"All fun" games will find a place in day camps, and directions for playing these will be found in Rodgers' *A Handbook of Stunts*. These are especially good to use for Council Ring ceremonies.

Singing Games. Many of the singing games may be used to introduce folk dancing. Some of these are "Lads and Lassies," "Jump Jim Crow," "Pop Goes the Weasel."

Sense Games. Among the popular sense games are the following:

Sight—Find an object in plain sight. The first one to see it sits down but does not tell.

Touch—Blindfold the children and have one child come up to be examined (felt) as to wearing apparel, etc., for identification.

Hearing — Find an object by loud and soft music.

Smell—Blindfold and guess articles by odors.

Taste—Blindfold and guess nature samples by taste.

It is difficult to distinguish between activities that fall into the category of games and those of slightly more woodcraft nature, for there are hikes of many sorts that might almost be classed as games. The "compass" hike or "point to point" hike is of this type. The collection hike is another.

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Singing Campers

By ROBERT RUBIN
Director, Camp Henry
Henry Street Settlement

GIVEN a short-term educational camp with a succession of groups of underprivileged boys ranging in age from eight to fifteen years—boys of various nationalities, color and religion—is it possible to introduce a program of really good music which the boys will accept and enjoy?

It was to answer this question that we tried our experiment, and the result has been a music program the content of which most camp directors would declare impossible of success.

Up to 1934 music at this camp was very much like that found at most others. College songs, parodies, humorous songs and yells made up the repertoire. Songs such as "I Wish I Were Single Again," "Old MacDonald Had a Farm," "It Ain't Gonna Rain No More," and others of similar nature were called camp music. The concept of interpretation, of melody, of lasting worth, was never considered. The sole purpose was to offer simple songs which might be quickly sung by the group.

Pleasant Surprises

The campers of the summer of 1934 found to their amazement two junior counselors, not much older than themselves, who played a violin and a cello. They learned that these young men, along with the music counselor, comprised a trio and that they were there to play whenever the opportunity presented itself. Not only was the trio an innovation, but new songs were to be taught and sung at a definite period each day. The words of each song were lettered on a large sheet of paper which made an easily readable chart. At first the thought came to mind that this formality and these songs would end any spontaneity in singing and that the failure to use simple, humorous songs would be a real loss which the campers would feel. But to the amazement of everyone it was discovered that there were songs included in the chart which were just as humorous, gleeful and full of fun as those eliminated, yet they were rich in content.

When the campers became aware that "The Frog Went A-Courting" and "Good Little Cricket" were lots of fun to sing, there was no stopping them. The older campers favored "Wraggle Taggle Gypsies" and "Rolling Down to Rio," along with the "Zuni Sunset Song" and others.

When the campers' enthusiasm had been won, the rest was comparatively easy sailing. The campers learned the songs by rote and sang in unison. The leaders were always ready to adapt the choice of songs to the interest shown by each successive group. The songs used were varied in character, simple and tuneful, and they were presented in an interesting variety. No song was added to the chart unless it had significance and had proven its worth throughout many years. Songs such as the English "Keys of Canterbury," the French "On the Bridge of Avignon," the Czech "Shine Upon Me, Golden Sunlight," the Italian "The Wheelbarrow Loaders," and the Kentucky mountain "Swapping Songs" are examples. Perhaps the following picture will bring out the thought more clearly.

Procedures and Outcomes

Because of the camp set-up the music period was conducted immediately after the rest period which followed lunch, although a more desirable time would have been in the morning. The campers gathered in the play house and seated themselves in a semicircle facing the chart and piano. Two campers were given the privilege of turning the sheets of the chart. The music counselor was at the piano, and when all the campers were seated he began to play. Before the music period he had prepared a plan of procedure so he knew exactly the order of the songs. The campers sang in unison, and a reflection of the meaning of the songs was evident on their faces. Occasionally one of the campers led the singing. The music session, though definitely scheduled for all the campers, was entirely informal in spirit.

After four or five songs had been sung, the music counselor announced that the trio would play, say, the Beethoven "Minuet" in G. Highbrow stuff? Not at all! The selection was something the children were eager to

The purpose of the writer in preparing this material has been to share with the practical camp director an experiment in music for the camp program which has been successful for three summers.

hear because the music counselor the night before had told them some very interesting and vital stories about Beethoven's wonderful inner powers despite his deafness, and the campers were curious and interested to hear what this composer had written.

One music counselor, asked to explain his work at the camp, said:

"The music situation this year remains fundamentally unchanged. The songs which have been sung here for the past two seasons are used, and in addition a number of Negro spirituals and folk songs not previously used have been introduced. The trio, now an institution at this camp, play the music of the great masters and solos are rendered on occasion by the violinist, the cellist and the pianist. During the two weeks' stay of each group an operetta is produced by the campers, the Gilbert and Sullivan operettas, "Pinafore" and "The Pirates of Penzance" being used. At least ten boys participated in these.

"The musical activity is broadened by the telling of stories concerning music and musicians and by listening to suitable radio programs. The children like the music. This is evidenced by the spontaneous singing of the newly learned songs at every opportunity. The Negro spirituals are especially popular. On particularly hot days the music hour is conducted under a tree on the campus. On such occasions no instrumental music is used. However, at each outdoor session a violin or cello solo is played.

"Our aim is essentially realized. The children are given a variety and breadth of musical experience, and some insight into how composers work and what inspires them. These activities show classical music to be a logical and rational development of folk music, and folk music is shown to be a definite reflection of the lives of the nations producing it. Thus the power of reinterpretation of the folk songs by the campers is greatly augmented. An indication of the interest aroused was given when a boy who had been at camp during the summer mailed to me a clipping concerning a composer and explained that the stories he had heard at camp had acted as the incentive to his seeking further stories about musicians."

There was more to the music program than the learning of certain songs. For some children this was the first time they had been exposed to good music. Although the exact effect the music hour made on the children cannot be measured objectively, there seems to have been a definite result obtained. For example, the campers sang the folk songs not only during the music hour but also during their camp work, their shack clean-up and on their bus trips home, all this singing being spontaneous and real.

Two Questions and Answers

Two questions arise. "Why have a formal music hour?" "Does this music program presuppose the complete displacement of the better traditional camp songs?"

In answer to the first question it may be said that in a short-term camp certain freer educational methods of procedure must be waived for practical results. It would have been far better to have had attendance at the music session optional. Such a process, however, though educationally sound, would have taken in only a limited number of children, and before the rest became interested their short vacation would have ended.

In reply to the second question, it may be said that the better traditional camp songs, associated as they are with happy camp memories, should not be too suddenly eliminated. It is strongly felt, however, that the new folk songs with their superior quality will gradually assume greater significance in the minds of the campers, and as these songs become associated with camp experience, they will become the traditional songs.

The Folk Songs Used

Name of Song	Source	Publisher
A-Roving *Coasts of High Barbary* *Keys of Canterbury* *Wraggle Taggle Gypsies O!*	*Folk Songs, Chanteys and Singing Games,* Edited by Charles H. Farnsworth and Cecil J. Sharp	H. W. Gray Co. 159 East 48th Street, New York City
All God's Chillun Got Wings *Go Down Moses* *It's Me O Lord* *Little David Play on Yo' Harp* *Swing Low Sweet Chariot* *Water Boy*	*The Book of American Negro Spirituals*	Viking Press, Inc. 18 East 48th Street, New York City

Name of Song	Source	Publisher
Billy Boy	*Shanty Book,* Part I, Edited by R. R. Terry	J. Curwen Germantown, Philadelphia
Little Purple Poppy *The Owlet*	*Botsford Collection of Folk Songs,* Volume I	G. Schirmer, Inc. 3 East 43rd Street, New York City
Weggis Song *Wheelbarrow Loaders*	*Botsford Collection of Folk Songs,* Volume II	G. Schirmer, Inc.
Come You Here Laddie *Rada Song*	*Botsford Collection of Folk Songs,* Volume III	G. Schirmer, Inc.
Cricket and the Ant *Driving Away at the Smoothing Iron* *On the Bridge of Avignon* *Robin Hood and Little John* *Song of the Good Little Men*	*Folk Songs of the Four Seasons.* Text and Translation by Susanna Meyers; harmonization by Harvey Officer	G. Schirmer, Inc.
Down in the Valley	*American Songbag,* by Carl Sandburg	Harcourt Brace & Co., Inc. 383 Madison Avenue, New York City
Fireflies *Frog and the Mouse*	*A Book of Songs,* Concord Series No. 14. Edited by Davison, Surette and Zanzig	E. C. Schirmer Music Co. 221 Columbus Avenue, Boston, Mass.
Good Night Beloved *Shine Upon Me, Golden Sunlight*	*Twenty-four Bohemian Folk Songs,* Compiled by Pizek	G. Schirmer, Inc.
John Peel	*Laurel Unison Song Book*	C. C. Birchard & Co. 221 Columbus Avenue, Boston, Mass.
Land of Heart's Desire *Reiving Ship* *Road to the Isles*	*Songs of the Hebrides,* by Kennedy, Fraser and Kenneth Macleod	Boosey & Co. Steinway Hall, New York City
Morning Comes Early *Tiritomba*	*Folk Songs and Ballads,* Set I	E. C. Schirmer Music Co.
Organ Grinder	Franz Schubert *Opus 89*	Carl Fischer, Inc. 56 Cooper Square, New York City
Peddler	Concord Series No. 15	E. C. Schirmer Music Co.
Rolling Down to Rio	Rudyard Kipling Poems Set to music by Edward German	H. W. Gray Co.
Sunrise Call *Sunset Song*	*Traditional Songs of the Zuni Indians,* Transcribed and harmonized by Carlos Troyer	Theodore Presser Co. 1712 Chestnut St., Philadelphia, Pa.
Swapping Song *The Toad's Courtship*	*Twenty Kentucky Mountain Songs*	Oliver Ditson Co., Inc. 166 Terrace, Boston, Mass.

Instrumental Music Used

By the Trio

Beethoven—*Minuet in G*
Brahms—*Waltzes*
Chopin—*Waltzes*
Grieg—*Norwegian Dance*
Schubert—*Moment Musicale*
Haydn—*Trios*
Ernest Bloch—Three Nocturnes
Max Bruch—*Kol Nidre*
Mozart—*Trios*
Cesar Cui—*Orientale* (from "Kaleidoscope")

As Solos

Violin

Cesar Cui—*Orientale*
D'Ambrosia—*Canzonetta*
Fritz Kreisler—*Transcriptions and Original Pieces*
Haydn—*Minuet Allegro*
Handel—*Bourrée*
Franz Drdla—*Humming Bird*
Franz Drdla—*Souvenir*

Cello

Gabriel Faure—*Elegie*
Saint Saens—*Allegro Appassionata*
Corelli—*F. Major Sonata*
J. S. Bach—*Arioso*
David Popper—*Gavotte*
Van Gones—*Scherzo*
J. S. Bach—*Adagio*
J. S. Bach—*Bourrée* (From III Suite)

Piano

Beethoven—*Moonlight Sonata*
Beethoven—*Pathetique Sonata*
Debussy—*Golliwogs Cakewalk*

"Ride a Cock Horse"

Courtesy Playground and Recreation Association of Wyoming Valley

THE HORSE may be permanently displaced on the highways by the "horseless carriage," but in a number of recreation departments and among private groups it is coming back into its own on shaded bridle paths with the formation of riding clubs as an integral part of a program of recreational and social activities.

A Recreation Department Club

The Wyoming Valley Equestrian Club was organized in the city of Wilkes-Barre, Pennsylvania, in June 1933, under the direction of the Playground and Recreation Association of Wyoming Valley. The club was initiated by a group of five girls who wished to ride, but found the horses and equipment available unsatisfactory and the price too high.

These girls, in an attempt to solve the problem, visited many farms and so-called academies and, finally, a proud possessor of three horses was found who said he would buy another horse or two and give a fifty percent reduction in the current price if he could be guaranteed at least ten riders a week. Each interested person then persuaded a friend to ride a horse at least once. This "friend-ask-friend" system, coupled with pictures of local people in smart habits and articles in the newspapers, launched the club on its way to more than a hundred members. As the interest in the club increased, commercial riding academies started to grow overnight with a vast improvement in equipment and horses. Today there are eight academies in and about Wyoming Valley, each owning from ten to fifty horses.

The object of the club is to stimulate and encourage interest in riding and to bring together in a social way those who wish to participate in this sport. To this end the Wyoming Valley Equestrian Club prepared and carried out a program of activities, duly recognizing existing efforts and facilities and creating new ones only as needed. It keeps in touch with other organizations of persons interested in riding by friendly exchange of information.

In order to be a member of the Equestrian Club, all applicants must serve three months on probation, during which they must have completed ten hours of supervised riding. They are then admitted to the club, but are not permitted to wear the club pin until they have completed twenty-five hours of riding, using standard equipment (English saddle). The membership fee is five dollars a year.

In the fall a breakfast ride and a Hallowe'en party were held, and the group participated in the Horse Show and Music Ride sponsored by the 109th Field Artillery. All participants in the show as well as the spectators were invited to attend the club's Horse Show Ball which followed the Show.

An Equestrian Night is held once a week during the winter at the local Armory where indoor riding is available. The riding hall is reserved for club members only. Beginners are given instruction from six o'clock until seven, intermediates from seven until eight, and the balance of the evening is devoted to drills and jumping.

During each year two over-night rides are planned. The club members either ride across the countryside until a good site is found and pitch their tents for the night, returning the next day, or they stay at some farm house where permission has been obtained and arrangements made in

Now that golf is out of the "millionaire" class it is not surprising to find horseback riding promoted by Recreation and Park Departments!

advance. The qualifications of a rider and the rules governing such a ride are very strict. Each person participating is instructed in the proper care of horses and is personally responsible for his or her mount. It is very often necessary to use horses from more than one academy, and because of the number of miles covered good horsemanship plays a large part in this activity.

The Wyoming Valley Equestrian Club has a girls' and a boys' polo team. The difficulty in securing good polo ponies and the reluctance of commercial academies in renting horses for this purpose handicaps this activity to a great extent. As yet the club itself does not own horses, but five or six individual members have bought them.

A County Stable

Owned and operated by the Union County Park Commission, the Watchung Riding Stable provides a rich and varied program of activities for riders. It is located on the main bridle trail in the Watchung Reservation which has over twenty-two miles of well-kept bridle paths. At the stable a new and enlarged lighted ring permits riding during the early evening hours. An excellent outside jumping course is located on the grounds and is available to horse owners in the vicinity. The stable is also equipped with an attractive club room which the patrons are welcome to use at any time.

The Park Commission owns seventeen school horses which are hired out, on all days, at $1.50 per hour. A book of riding tickets is sold for $10.00 and gives the buyer $12.00 worth of rides, thereby reducing the hourly rate to $1.25. Ten new horses were purchased during 1936 to meet an increased demand. The stable accommodates fifty horses. Individual instruction in horseback riding is offered at $1.50 per hour. Organized classes of eight or more riders are given free instruction.

During late spring and in the summer months the stable is open on Monday, Tuesday, and Wednesday evenings for business people and others who have no time to ride during the day. Moonlight rides and other activities are arranged for regular patrons from time to time.

An annual horse show is held in June. The tenth annual show, on June 6th and 7th of last year, attracted 1,500 spectators and included thirty-seven classes and 203 entries. It was the first year that a two-day show had been held. A gymkhana is staged each fall for regular riders of the Watchung Stable. The fourth annual show, held on October 17th of this year, included nine classes for horsemanship, saddlehorses, bridle path hacks, a sweepstakes for open jumping, and mounted games.

An annual endurance ride is held over a ten-mile course on the bridle trails, in the Watchung Reservation. The ride proves of great interest not only to those having horses entered but to a large number of spectators as well.

Particular attention has been paid to the organization of groups of riders by T. N. Tully, Manager of the Stable. These include the Watchung Rangers, Watchung Girls' Troop, a Boys' and Girls' Riding Club, a women's riding class, and various school groups.

The Watchung Rangers are a group of boys of varying ages who ride on Saturday mornings.

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"I'll See You at Atlantic City!"

"I'LL SEE YOU AT ATLANTIC CITY!"

Yes, you can say that with a good deal of confidence because many of your friends will be there. Letters, long distance calls and personal inquiries give clear indication of the growing interest and assured attendance.

The program is practically complete. The cooperation that has been shown by outstanding board members, educators from colleges and public schools, recreation executives and others, has been splendid. The discussion groups alone enlist the leadership of 150 men and women as presiding officers, discussion leaders and summarizers. The printed list of questions which will be used in the discussion groups are in the mails within the next two weeks. Every section of the country will be represented by executives and lay leaders, officials and volunteers.

Since the last issue of RECREATION many new names have been added to the list of speakers and leaders. Among these are Frank S. Lloyd, Professor of Education, New York University; H. J. Baker, Director, Cooperative Extension Work in Agriculture and Home Economics, New Brunswick, New Jersey; Dr. F. W. Maroney, Teachers College, Columbia University; Ernest M. Best, President, Springfield College; Julian H. Salomon, Field Coordinator, National Park Service, Washington, D. C.; Hon. Richard Hartshorn, Judge, East Orange, New Jersey; Ellen Eddy Shaw, Brooklyn Botanic Garden; Mrs. Ruby M. Payne, Crispus Attucks Recreation and Community Center, Lancaster, Pennsylvania; George W. Farny, mining engineer, Morris Plains, New Jersey; George Hjelte, Superintendent of Recreation, Los Angeles, California; Professor Emery E. Olson, American University, Washington, D.C.; Mrs. Eva W. White, Elizabeth Peabody House, Boston; Professor Harley T. Lutz, Department of Economics, Princeton University; J. E. Bennett, Commissioner of Public Affairs, Portland, Oregon; Dr. O. E. Jennings, Carnegie Museum, Pittsburgh; William H. Turner, Secretary, Conservation Association of Regina, Saskatchewan, Canada; Walter Scott, Superintendent of Recreation, Long Beach, California; Byrnes MacDonald, Sixth Deputy Police Commissioner, New York (Mr. MacDonald has developed neighborhood councils and the special police program for the prevention of delinquency in New York City); F. L. McReynolds, Extension Specialist, 4-H Club, Purdue University; Arthur S. Hotchkiss, Director of Recreation, Tennessee Coal, Iron and Railroad Company, Birmingham, Alabama; V. K. Brown, Chief, Recreation Division, Chicago Park District; Professor George Shipman, Princeton University; F. G. Crawford, School of Citizenship and Public Affairs, Syracuse University; Harold S. Buttenheim, Editor, *American City*, and Col. Ernest G. Smith, publisher, Wilkes Barre, Pa.

Radio Round Table

The radio round table will be one of the most interesting features of the program. The subject is intriguing—"Is Public Recreation Pampering Youth?" Mr. John G. Winant will be master of ceremonies. He will state the question, explain what is meant by public recreation and review some of the questions raised by people who really believe that recreation pampers youth. Mr. Otto T. Mallery, lawyer, connected with the Playground and Recreation Association of Philadelphia, will share in the discussions from the point of view of the business man; Mrs. James H. Van Alen will represent the lay woman's point of view; George Hjelte will speak for recreation, and Edward Ballinger, a student at New York University, will speak for youth.

This able group should answer with some finality the questions so often heard:

"Why do we now need leaders of recreation? We grew up without them."

"Is too much being done now for young people?"

"Do they appreciate it after all?"

"Does public recreation destroy originality?"

"Why should we give money for amusement?"

A FINAL ANNOUNCEMENT

The Twenty-Second National Recreation Congress will be held at Atlantic City May 17-21. The Headquarters Hotel will be the Ambassador. It is not too late for you to make your plans to attend.

Board Members, Committeemen and Volunteers

This Congress will be marked by an unusually large representation of board members, committeemen and volunteers.

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Why Not a Stay-at-Home Vacation?

By MARESE ELIOT
Public Information Service, WPA
New York City

A stay-at-home vacation will give you a chance to discover what your community has to offer you in the way of leisure time opportunities. And you'll be surprised to find out how much there is to enjoy without leaving your own home! Set out on a journey of discovery this summer!

WHY NOT ENJOY a stay-at-home vacation?

This was the question that came to mind after a casual encounter and even more casual words, the other afternoon.

"New Yorkers are almost strangers in their home town," declared the dynamic little lady who is "chief" of all the "white collar" projects of the New York City Works Progress Administration.

"That applies to America generally," I agreed, "In spite of our motor and trailers and auto camps."

She smiled. "That seems so. I live across from the Brooklyn Botanical Garden," she continued, "I go walking there on week-ends and can you believe this?—I rarely hear English spoken during those walks! German, French, Czech, Spanish, yes, and even Polish and Russian, but only a few old couples are speaking the English tongue. The younger generation pass our gorgeous Botanical Garden by—if they even know it exists."

Two images crossed my mind — the quaint planting of annuals in Central Park that is called Shakespeare's Garden, since it gives root to every flower and herb mentioned by the bard, and the charm of the tip of Manhattan Island whose rocky crest is crowned with Fort Tryon Park. Though I have lived in New York nearly two decades, I had only discovered these treasures a few days before. Most of us scarcely know our own towns or our own country.

One of the most fruitful phases of the WPA Recreation Department program has been the opening to youth and adult the possibilities within their neighborhood for leisure time activity.

Pocketbooks that are lean—and ever so many still are in that condition may not support a vacation away from home. Even if the call of mountains, lakes and ocean must be denied, why should families not find rest and recreation by experimenting in a *Stay-at-Home* vacation? For father, the office will not be calling in the mornings; for the children, school bells will not be ringing. With the entire family at home, the enjoyment of the vacation period can be limited only by lack of resourcefulness on the part of the individual members and can be measured by their determination to make the time mutually recreative.

Getting Ready for Vacation

In planning such a stay-at-home period, the first activity that should be undertaken in advance of vacation time is an investigation of the neighborhood and all it can offer for recreation. This is group activity for winter and spring evenings as the family gathers around the hearth after dinner.

Suppose you decide to experiment this year. Find a map of the locality in which you live. Several types are useful but those readily available through the U. S. Geological Survey in Washington give the correct picture of the terrain, revealing back roads, elevations, water courses and lakes. A map, carefully backed with a thin linen or closely woven cotton, can be folded without fear of tearing along the creases or at the edges.

Check off parks and other scenic spots as objectives for hikes and picnics. Gather all the information concerning these spots and the facilities they offer for entertainment. The library will probably contain books that reveal old buildings and approximate location of historic events. In the vicinity of New York City sites of old Revolutionary forts are still unknown and light on their actual location adds a focus to the trip. A folder can be made for the maps together with such detailed information as train schedules and rates for train and boat trips both for the places at some distance and also for the ones that are reachable by trolley. The knowledge of schedules coming and going will often save tiresome waits at inadequate wayside stations. The gathering of such data about the neighborhood places of interest makes a pleasant occupation for the winter and spring evenings and the results can be neatly filed away ready for the momentous vacation period.

In the city, locations of municipal pools and bathing beaches should be ascertained and the hours and days that they may be used, together with all information as to the necessary equipment

that the family will need to take advantage of the pool. If there are no such public places in the community, then research can be made along private lines. Some settlements have pools. The hours and prices may be discovered and filed away for that hot afternoon during the stay-at-home vacation when the family feels it must have a swim. Some of the hotels have pools, as do some of the larger clubs. Often they have special hours at reduced rates. The vacation folder can file away all such data for that occasion when knowledge is valuable.

Many communities have golf courses that are open to the public. If the older members of the family already play golf or have a desire to learn the game, the information in advance will save time when vacation days are at hand. This data should include the necessary permits and the schedules of the course. Most parks boast of tennis courts which will add to the vacation pleasure of younger members of the group. In many places grounds are laid out for croquet and horseshoe and quoits. Again it will be well to know in advance and file for reference the methods that must be employed to use these community activities. Some of these grounds must be booked in advance, some require a small fee, some do and some do not provide the apparatus. Be prepared to take advantage of the courts during the holidays.

Home Resources Important

Perhaps the family is located in a community where no such facilities are provided for leisure time. Then they are thrown back upon the home resources. If preparation is made in advance of vacation, the old adage of "no place like home" will prove true to the stay-at-home vacationer.

The back yard is the ideal spot around which to center the holidays at home. Little money will be needed to develop it so that it can be used not only for the weeks of entirely free time but also in those hours of leisure which are growing every year. Such a playground need not be filled with costly apparatus in order to provide a healthful, happy place for adults and children to spend their leisure.

For the children of the family, slides, swings, see-saws, as well as sand boxes for the tiny ones, can all be made by the group themselves. It is a curious fact that the apparatus which children are able to construct alone or with the aid and supervision of grown ups, often proves more interesting and absorbing than that purchased. Children, indeed, need materials for construction.

For the small ones, the sand box is the spot in the play yard which will keep them happy and quiet for the longest periods. The older members of the group can construct the frame. The box should be built of boards carefully planed to prevent splintering. Its depth should be about ten or twelve inches. The size is regulated by the space available. A narrow shelf around the top provides a place for the children to sit and a space on which they can play. Play materials consist of tin cups, molds, old spoons, and shells from previous seashore trips, which make, with the clean sand filling the box, a source of absorbing interest.

To the side of the fence, the woodshed or on the laundry pole, a heavy wire twisted into a ring may be attached. This forms a basketball goal. Plenty of goal shooting practice is enjoyable during vacation time.

With a small plot of turf there can be constructed a putting field for father, mother and neighbors who want to improve their game off the course. This can be easily made by sinking some old tin cans in the turf. Provided there is sufficient room, the so-called game of "clock golf" may be laid out and used with real advantage to those who need to perfect the putting side of their game. A net swung in circular form from several posts may be used as a net into which father can practice his drive. Using the side of the garage or the back fence as a backstop, this driving tee makes an excellent practice ground The same spot is excellent to practice drive shots for tennis skills.

Hiking is one of the most fascinating and varied of the family activities which can be enjoyed during the vacation period. Family hikes begun at this time can be continued when the actual holidays are only memories. Hikes may be planned and their course marked on the map during the winter evenings. They may be begun before the actual vacation time. A luncheon may be packed and ready so that on the spring evenings when the children come from school and father from his office, the whole family can set out for a walk in the woods to some scenic spot for a campfire and supper, drawing a dividend from daylight saving time! Thus the vacation time can be savoured in advance and later lengthened into the fall after the precious holidays are past.

Hiking trips are particularly opportune for developing hobbies both for the entire family and its

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Youth to the Rescue!

Young People of Cleveland work through the NYA to increase the city's recreational facilities

THE ADDITION of seventeen playgrounds to Cleveland's recreation system will not come merely as a "happening." It will be the result of careful planning by the Division of Recreation of the Department of Parks and Public Property, of which J. Noble Richards is Commissioner, the Mayor's Advisory Board on Playgrounds and Recreation, and the National Youth Administration. Cooperatively these groups last August worked out plans for the utilization of the services of young people in the NYA during the fall and winter months. The plan involved the collection and repair of city playground equipment; the manning of "continuation" playgrounds, the operation of a workshop for the manufacture of permanent facilities and the construction of permanent improvements on city-owned playgrounds. Such a program, it was Mr. Richards' plea, would give the young people year-round occupation, and more would be accomplished for the city's facilities than municipal appropriations could make possible for years.

The officials who cooperated in the project were enthusiastic over the plan. And in addition it was backed by neighborhood groups and organizations such as Kiwanis and Rotary Clubs, the American Legion, garden clubs and foreign groups whose interest was enlisted in cooperating with the authorities in maintaining play areas, beautifying them, and securing additional facilities and equipment.

Then They Began!

And so they started out, these young people, with little in the way of materials or leadership from skilled workers, but with the will to do! What they accomplished has been outstanding.

A large room in the old Thomas Edison school previously used by Mr. Richards for the work of the Cuyahoga County Recreation Commission became the workshop of the NYA wood and cement projects. A number of untrained youths were assigned to the projects, and several broken packing boxes were dragged from the basement for them to knock apart. Tools at the beginning of the venture consisted of one hammer and two old saws. Other tools were secured later. Green youths worked with green lumber. The packing boxes were transformed into work benches. Hands unaccustomed to tools learned to guide a saw accurately and the mysteries of blue prints were carefully explained.

Three thousand feet of lumber were delivered by NYA and the city together. Supervisors showed the willing youths how to shape molds and treat them to keep the wood from warping. Of course there were difficulties. The experimental stage was a hard one on both youths and supervisors. Nevertheless they at last went into production and did a creditable job.

Tons of sand and sacks of cement followed the building of molds. Just as painstakingly were they taught to mix and pour the concrete as they had been instructed in working with wood. At last they were ready to mix concrete of the right consistency and pour it into the waiting molds.

Today, stacked neatly, awaiting their turn to become a part of some city playground, are huge piles of building blocks, paving blocks, copings, drinking fountains, park benches both plain and fancy, horseshoe boxes, curbings, foundations for handball and shuffleboard courts and ping pong tables. At the other end of the line are other earnest youths who are grading, constructing walks, straightening the high wire fences and painting them, building substantial concrete retaining walls and laying cement blocks and curbings. When the last cement block has been laid and the last tree planted, the city of Cleveland will have seventeen model playgrounds to gladden the hearts of thousands of children who can forsake the danger of city streets for a safe and happy sanctuary.

It is an interesting story, as told by Glenn W. Carter of the Cleveland Division of Recreation, of the work done by young people of that city to improve and increase recreational equipment and facilities, and to make possible a richer leisure time program for themselves and others.

In the basement of Brookside Zoo, another group began their work repairing an almost unbelievable mass of broken slides, rusty swings trailing rusty chains and splintered seats, teeters which are tottering, and the vast hodge-podge of faulty equipment which has accumulated through the years.

In another room is a different scene. Here are slides, repaired and painted, swings whose chains gleam in the light with a coat of aluminum paint skilfully applied, giant strides which fairly invite the small Clevelander to give them a try. Where a piece of equipment proves hopeless it is taken apart and parts used to repair more hopeful cases. Tools and equipment? Borrowed. Material? Odds and ends of other equipment. The paint was donated in large part by public-spirited Clevelanders.

Miles of Nets!

The girls in the NYA shared the honors at the Central Avenue Bath House. Here a small net factory is in operation. New basketball, tennis, volley ball and ping pong nets are being made and old ones are repaired. This project was started in the basement of the City Hall at first without even the aid of looms. The girls followed the procedure shown in a picture in a magazine. The knots, however, would not stay put. When the project was moved out to its present quarters a supervisor was put in charge who had been in the navy for eighteen years. With the aid of his nautical knowledge the girls have learned to tie a good many knots per hour.

All these girls had to start with was six pounds of nails, twelve pounds of nuts and bolts, fifteen pounds of linen twine, and nine pieces of lumber! With the lumber the supervisor fashioned a loom, and with this the girls have made rapid progress. The nets are thoroughly tested as the girls finish them and then they receive a waterproof treatment which is the old navy man's secret formula.

All the city playgrounds and tennis courts will now have real nets at surprisingly low cost—and the knots will not slip!

A miniature playground, the work of a young NYA artist, has been viewed by visitors from all over the United States. Occupying the space of an ordinary table top, it shows a finished playground with benches, drinking fountains, walks built of cement blocks in mosaic patterns, volley ball and basketball courts, slides, swings, shelter house and shade trees.

The outcome of it all? Many young people who otherwise would have been unemployed after the summer season have worked throughout the winter on these NYA projects learning skills which will help them enter industry. Donations by public-spirited citizens, a few borrowed tools chiefly from the WPA warehouse, scraps of lumber and a small outlay by the city and NYA will result in seventeen new playgrounds, all of which will be completed by the end of the summer.

Large quantities of net are being made for the play areas of Cleveland by eager young workers

From Bakery to Recreation Center

It takes imagination to see a recreation center in an old bakery, and plenty of hard work's involved in making it a reality, but New Bedford had "what it takes!"

The girls are very proud of the looms which they have made from cigar boxes

Though no longer serving its original purpose, the Mayflower Bakery building in New Bedford, Massachusetts, is again satisfying a great hunger — the hunger of youth for recreation! Dark and empty for months, as the North End Community Center, this building has become one of the most active of the city's fifteen WPA recreation centers.

The history of the transformation of the bakery is an interesting one. Last summer, William Dimock, WPA Recreation Supervisor, seeing the crowds flocking to the playground opened on the former Bristol Mill site, was impressed with the importance of providing winter recreational facilities in the same locality. His search for a building to house activities disclosed a single possibility—a vacant bakery building taken over by the city for taxes. There were, of course, some obstacles in the way of securing the use of the building, but WPA leaders, aided by determined citizens, overcame opposition and saved the building from demolition.

With the cooperation of the WPA, the New Bedford Building Department put the building in condition for use. A staircase and fire escape were added to make it conform with safety requirements. Heating was installed by using salvaged heating equipment from other buildings. Light was made adequate and a platform was put up in the large upstairs hall to serve as a stage. The bakery bins with their tiled walls still occupy their accustomed places; the overhead conveyors are in no one's way and therefore no expense has been incurred to remove them. The essential requirements have been met—the building is light, safe and warm and provides the necessary space. The average attendance of about 360 boys and girls each day and evening proves that makeshift quarters matter little as long as the activities they house are attractive.

There was no difficulty in making the center known. Principals of schools in the locality, at Mr. Dimock's request, announced the opening date of the center as November 20th. Nothing remained except to handle the resultant rush for cards giving privilege of attendance and to sort out the eager people into age and interest groups.

The center is open twelve hours a day—from 9:00 A. M. to 9:00 P. M. Attendance is light during early morning hours, being limited for the most part to unemployed boys and girls past school age who drop in from time to time. The center becomes alive, however, shortly after 11:30 A. M. when children from the near-by school pour in to spend their noon hour after eating the luncheon they have brought from home.

There is a lull again after 1:30 when school resumes, but with the dismissal of school at 3:00 and 3:30 the tide of boys and girls pours in again.

Those under fourteen must leave for home by 8:00 o'clock at the latest but another hour of activity continues for the older boys and girls.

The girls' clubs meet in two upstairs rooms from 3:00 to 8:00 P. M. and girls have a choice of athletics, ping pong, tap dancing, and arts and crafts. The ceilings of the building are too low for basketball but newcomb and volley ball are possible and are popular. Games for boys are conducted in the downstairs quarters.

There are five ping pong tables, twenty game tables, and two tables for reading. Mr. Dimock and his assistants collect large supplies of magazines which appeal to many of the children between games.

Community singing is frequently organized and amateur dramatic programs are arranged. Fathers' and mothers' nights have been held bringing out a large attendance.

Behavior problems have been few and they are easily handled. The exceptional boy or girl who persists in misbehaving is asked to turn in his or her card and stay away from the center. The few whom it has been necessary to discipline in this way were told that they could return and talk over the question of readmission when they felt they were ready to try again. One day of staying outside has usually been sufficient.

One requirement is that the attendance cards must be shown to a worker on each visit to the center. In this way a complete attendance record is kept.

The staff of the center consists of five men and five women instructors working on a shift basis, a woman attendant in the girls' quarters, in addition to three door attendants, three janitors and a watchman.

Other Youth Centers

The Mayor of Lock Haven, Pennsylvania, has given the use of the city hall basement to the NYA as a community center for the youth of the city. One of the two large rooms is serving as a reading and game room and is equipped with ping pong, dart baseball, table shuffleboard, checkers and other quiet games. Between 75 and 100 boys a day visit the center. A second room is being equipped to attract girls. The NYA is also holding classes for both boys and girls in the high school gymnasium.

In Sunbury, Pennsylvania, a parish house is being utilized as a youth center. The building has a small gymnasium which can be used for volley ball and low organized games, an auditorium with a small but serviceable stage, a club room which is used by the sewing class, and a game room which will be used for ping pong and quiet games. Four dramatic groups have been organized which will put on a play every two weeks. In cooperation with the Pennsylvania Safety Council, the NYA is broadcasting dramatizations to help in the movement to reduce accidents in the state.

Meadville, Pennsylvania, has opened a recreation hall for its youth on the third floor of a building in a business district. There is a large open game room which is used every afternoon and three evenings a week for ping pong, checkers, dart baseball and similar games. There is a stage which has been built by the boys, a classroom, a workshop and an office. The average attendance is thirty-five in the afternoon, forty-five in the evening. In the classroom there are classes in sewing, weaving and basketry for girls, with woodworking for boys. There are also classes in painting, music and drama, attended by both boys and girls.

Mrs. Franklin D. Roosevelt in her syndicated column, "My Day," speaks of the youth centers she has seen in the course of her travels. Describing one in El Reno, Oklahoma, she says:

"The boys and girls have done all the work on this little house. At the back the boys have a shop in which they did the plumbing, wiring and carpentry work. The girls have made curtains, will do cooking and will have a room in which typewriters and sewing machines are available. This will be a recreation and work center to encourage young people to learn new things outside of school that may be useful in their daily lives. I think any community will be interested in this and may find greater possibilities than they had first visualized for helping the young people of the community to develop a variety of new interests."

The Recreation Commission of Mt. Vernon, N. Y., is conducting a community center for girls with club rooms open from 3:00 to 5:30 and from 7:30 to 9:30 P. M. Classes are conducted in cooking, sewing, folk dancing, dramatics, handcraft and music, and special interest groups are organized. Parties are held several times during the year. When the club rooms are not being used by the girls, there is a program for mothers consisting of classes in sewing and mending, knitting and cooking. While the mothers are in classes their children are provided with play activities.

A Parade Is Passing By!

By PATRICK A. TORK
Playground Director
Fairmont, West Virginia

ALTHOUGH county-wide approval had greeted our 1935 Playground Circus as a climaxing event of the playground season, the supervisors and workers of Fairmont's fourteen playgrounds were unwilling to take the easy way of merely repeating for the 1936 season something that had been done before, however successfully. It was decided that the 1936 event would be a Playground Revue of the Nations including a parade with floats through the city and a revue in a large auditorium.

It was an ambitious choice, but we wished to impress the citizens of Fairmont with the importance of our recreational program. A director and costume designer were appointed and plans were soon under way. The venture quickly enlisted the interest of several citizen groups in Fairmont. Within two days of its announcement local merchants had donated fourteen trucks to be decorated as floats, one for each playground. The American Legion, city band, state and city police and other groups joined in the enterprise. Each playground worked diligently on its float and part in the revue, for only three weeks were allowed for preparation. Costumes were made on the playground under the supervision of the costume designer. Awards were offered for the best float and revue numbers.

Our efforts were more than rewarded. The parade was acclaimed as one of the finest to be held in the city in many years. It was headed by the state and city police followed by three open touring cars, new automobiles loaned by local dealers, in which rode the playground officials, the Mayor of the city and the County Superintendent of Schools. Next came the American Legion drum and bugle corps in gay uniforms, one hundred members strong. Three hundred children rode in the parade on decorated bicycles and another eight hundred rode on the floats and walked.

Midway in the parade came the Fairmont city band of seventy members, all in uniform. There were also five small ponies, ridden by children in the costumes of cowgirls and cowboys. Then followed the floats. With each playground's float another country came in view. One playground presented Hawaii. An open truck bed was covered with artificial grass borrowed from a funeral home, and palms borrowed from florists and garages. A number of children rode on it, dressed in grass skirts and playing ukeleles. A large department store sponsored the float for a playground presenting Holland. The store had decorated one of its own trucks as a Dutch tulip gar-

(Continued on page 116)

Millions of Books—and Recreation

They said it was a crazy experiment, that it just couldn't be done; but it was, and now we may own the books we thought we never could afford to buy!

A YOUNG STUDENT sat in a Harvard classroom during the early days of the depression. It was "English 32," to be exact. From day to day the learned professor instilled into the minds of some of the students a deep-seated love of good literature. From day to day the professor paced the floor, gazed out of the window and commented on the high price of books for depression readers. He suggested to his students a few places where good books could be had at cheap prices. For most students these remarks were passed over casually. Their interest was centered primarily in passing their examination in "English 32."

To one student, however, these simple day by day remarks were tremendously significant. He got a deep-seated love of good literature, but along with that he got a great idea, namely, that people who wanted to read good books *might* be able to get them at a price they could afford. He discussed the matter with a few interested friends. All were agreed that something ought to be done about it. But what and how? Libraries and schools were closing their doors. Unemployment was at its height. Publishers, authors and book dealers were unable to see any hope ahead. To most people the suggestion of starting a new enterprise was sheer folly.

But the book idea stuck. Over a period of months Sherman F. Mittell and his friends made extensive studies of "book costs and selling prices, of printing operations, methods of distribution and general practices used in promoting the sale of reading matter, good or bad."

This group of friends, in the words of Mr. Mittell, "always came back to the world of books and to the satisfying discussion and play of ideas with which this real world provided them. They resented the stupidity that prevented ideas and books from being shared and widely disseminated. Culture in the broadest sense had no real opportunity to take root in America. Now perhaps while the depression was deepest, the time might be ripe to extend knowledge to the furthermost limits; to reach out to the great masses in order that they, too, might think and know, and so might have a real stake in the Democratic experiment."

In November, 1932 this group of friends met in Washington and established the National Home Library Foundation. In their application for a charter they stated the following aims:

1. To promote and inculcate in more people the desire to read good literature.
2. To make home libraries more easily available to greater numbers of our population.
3. To urge the reading of good literature through printed announcements, radio broadcasts and newspapers.
4. To provide for the holding of lectures, exhibits, public meetings, classes and conferences, calculated to advance the cause of education and promote the general culture of the nation.

The charter was granted and business was begun. The sheer daring of the early venture is fascinating. There are some ten thousand titles published in America each year with an average sale known to be less than one thousand copies each. This means high costs and that costly books are read by few. The Foundation took its cue from the field of magazines that have over a million circulation. If magazines could be published at low cost, why couldn't books? In fact, they could. They found that a paper covered book could be produced in quantities of 100,000 at 6½¢ a copy. If twelve such books could be printed at one time in editions of 100,000 each, the cost could be cut still more. So the plunge was made on the basis of twelve volumes of 100,000 copies each, or 1,200,000 copies! The first titles were:

The New Testament
Emerson's Essays
Green Mansions

The National Home Library Foundation is an exceedingly interesting project with which readers of *Recreation* will wish to be in touch. The information presented here is based on a personal interview with Mr. Mittell and on the reading of his article in the January 1937 issue of the *Journal of Adult Education*.

(Continued on page 118)

WORLD AT PLAY

Young People's Nights

ONE night each week at the Danville, Illinois, community center is given over entirely to a program of activities planned especially for the high school and college age boy and girl. Mixed parties and socials are planned and encouraged, and the young people gather for party games, table games, dancing and old-time square dancing. On the principle that eating together makes people more congenial and happy, pot luck suppers are made regular events of the program.

Drama Program for Pennsylvania

THE Extension Program of the Division of Dramatics, Pennsylvania State College, maintains a play library service available to all citizens of the state. Thousands of plays of all types are in the library and they will be sent to anyone who wishes to read them at a charge of 10 cents for a long play, 5 cents for a short play, and 25 cents for a book treating some phase of dramatic production. Books and plays may be kept for two weeks. The Division is prepared to send a member of its staff to any community in Pennsylvania to assist in the production of a play. The charge for this service consists of the expenses of the coach plus a small fee for service. The Division is also prepared to give advice on the construction of a theater or auditorium and to draw up plans for the installation of electrical equipment and scenery designs. For a nominal fee the Penn State Players will produce one of their regular performances in any Pennsylvania community.

Fourth Annual National Folk Festival

FROM May 22nd to 28th, the fourth annual National Folk Festival will be held in Chicago, Illinois, under the auspices of the Adult Education Council of Chicago and its ninety cooperating agencies. Miss Sarah Gertrude Knott writes that she will be interested in hearing from recreation executives, particularly from those in the Midwest who are developing a particular phase of folk expression which they would like to have represented in the National Folk Festival. Miss Knott may be addressed at 220 South Michigan Avenue, Chicago.

A Boys' Club for Dearborn

MORE than 1,500 boys are enrolled in the boys' club which has been organized in Dearborn, Michigan, through the cooperation of a number of agencies. The Board of Education provides the building; the City Recreation Department furnishes the heat, light and supplementary personnel; the public library has stocked a reading room, and the service clubs, Kiwanis in particular, have raised an initial fund of $2,000.

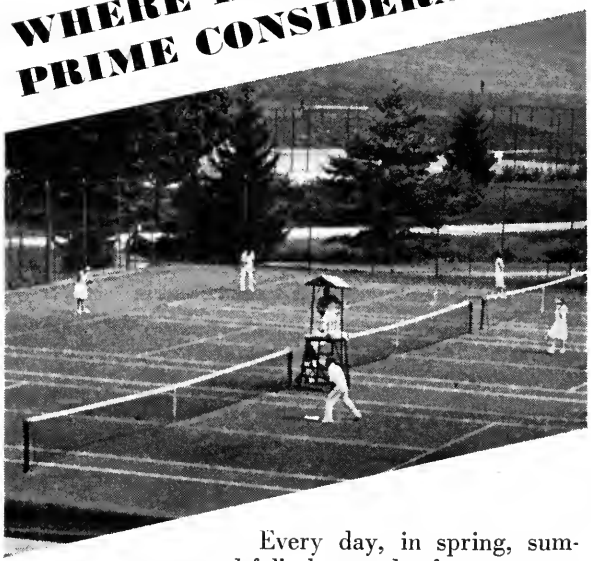
A New Sports Center

HERSHEY, Pennsylvania, according to the February issue of *The American City,* has dedicated to sport an arena that will seat 7,100 people for ice hockey and 10,000 for sports that do not require a large rink. The new arena, which has been eight months in building, is the largest span monolithic concrete structure in America and the only one of its kind in the United States. It is rectangular in shape, 232 feet wide and 362 feet long. There is not a pillar or a column anywhere visible. Though Hershey is a town of only 2,500, it is fast coming to be known as an outstanding sports center, drawing people from a radius of 75 miles. It has four golf courses and the championship links of the Hershey Country Club. A stadium accommodating 30,000 spectators will be completed next year.

The Allegany School of Natural History

THE Buffalo, New York, Society of Natural Sciences, which conducts the School in the Forest in cooperation with the New York State Museum and the Allegany State Park Commission, has announced that the eleventh season of the school will open on July 4, extending through August 21st. College credit courses designed for teachers, students, camp leaders and naturalists will be offered in the field of zoology, entomology, botany, nature study and birds by instructors experienced in field and laboratory work. Dr. Robert B. Gordon of Ohio State University will be director of the school. Information may be secured from Miss Esther W. Eno, registrar at the Buffalo Society of Natural Sciences, Buffalo, New York.

WHERE HEALTH IS THE PRIME CONSIDERATION



Every day, in spring, summer and fall, thousands of young people use the athletic field, the tennis court, the track, the baseball diamond, the indoor cage, for the kind of play that is intended to produce strong muscles and sturdy frames.

The perplexing question that is constantly before the athletic instructor is "how shall we treat these play areas to produce clean, healthy, compact, dustless, natural surfaces."

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A New Park Given Detroit—Charles Howell of Detroit, Michigan, has given to the city a park consisting of 138 acres along a river valley which will be known as Elizabeth Howell Park. The Park Department, to whom the park has been given, will develop it as a neighborhood park with playground and picnic areas.

A Garden Center in Fort Worth — Fort Worth, Texas, has a garden center sponsored by the Garden Club, the Board of Education and the Park Department. The Garden Club and the Board of Education pay the salary of the director of the center, while the Park Department provides the building and the utilities. Carefully designed and constructed by CWA, the center is an attractive building with a main reading room paneled with knotty pine and furnished with early American furniture. On either side of the curved mantel over the fireplace are two well filled bookshelves. It is the aim of the center to provide the visitor with books or other literature on gardening and related subjects. Many garden magazines are also available and a clipping service is maintained. There is, too, a most unusual herbarium containing over 8,500 specimens collected from all parts of the world. The director of the center conducts regular classes in garden subjects and general nature study. These classes, both for adults and children, are free. There is a Saturday morning story hour for children at which attention is called to the best children's books. Special stress is laid on the art of table decoration, one individual or club being responsible each week for this display. Of particular value is the fact that the garden center is immediately adjacent to the conservatory which is a part of the Fort Worth botanic garden. Not only does such an arrangement lend effectiveness to the work of the center, but the presence of such an institution does much to popularize the botanic garden.

At Highland Park, Michigan — Highland Park, Michigan, has extended its program under the leadership of H. G. Myron, who has been serving as recreation executive about two years. Last summer eleven playgrounds were operated. Eight school buildings were used during the past winter as community centers, as were two other buildings. The budget for the year beginning July 1, 1936, amounts to $27,000, half of which is appropriated by the city and half by the Board of Education. In addition, about $38,000 is being

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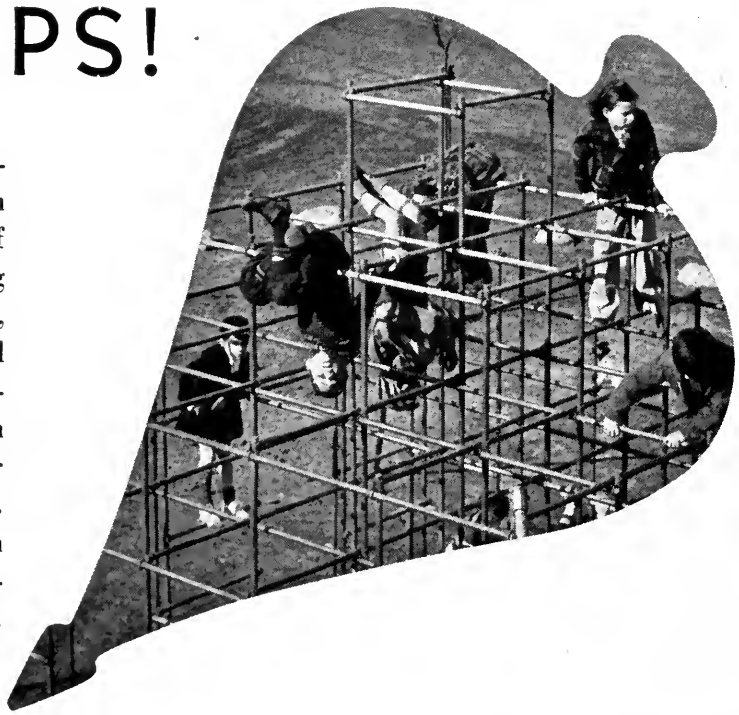

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OTTAWA ILLINOIS

spent on a community building, $12,000 of which was appropriated from city funds and the balance from WPA. The building is on school property and the Board of Education, according to the plan, will pay for the upkeep of the building over a period of years. The center will include a gymnasium 102′ by 60′ with lockers and showers, two club rooms and a recreation department office.

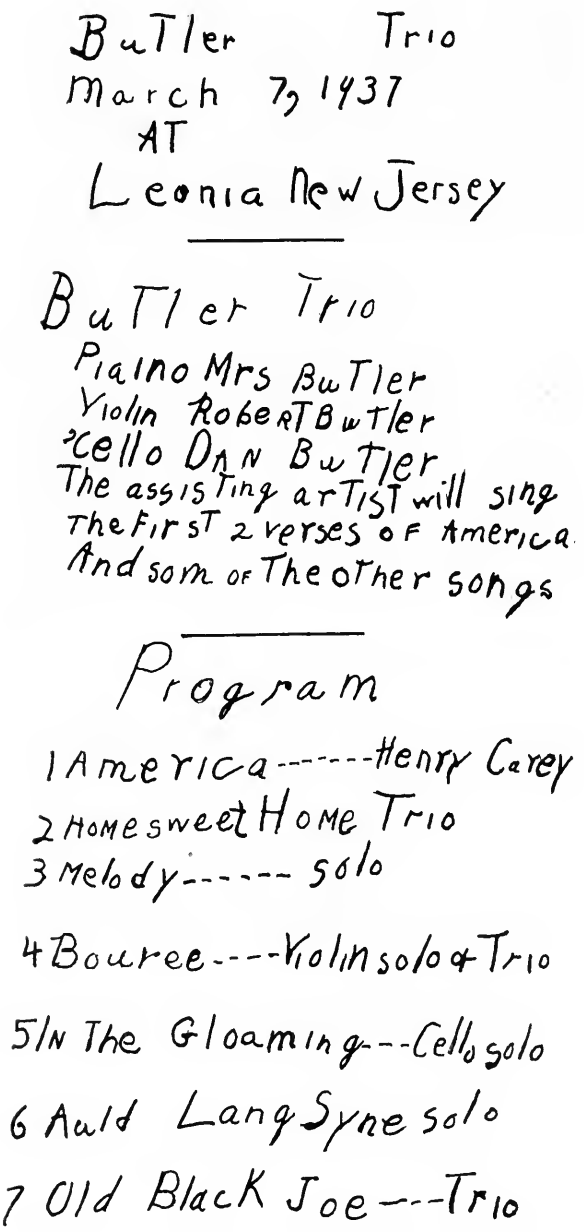
A Drama Tournament in Somerville—Sponsored by the Recreation Commission of Somerville, Massachusetts, the Federated Boys' Clubs in March conducted a drama tournament. The four plays presented by the four clubs conducting the tournament were—"The Jest of Hahalaba," "The Valiant," "Copy," and "A Message from Khufu." Governor Hurley of Massachusetts sent a message to the clubs.

The Big Bend International Peace Park—"A gesture toward international good will," is the description of Arno B. Cammerer, Director of the United States National Park Service, in speaking of the project whereby the proposed Big Bend National Park of Texas, comprising 788,000 acres of scenic wilderness, will be linked by bridge across the Rio Grande with a 400,000 acre national park which the Mexican government is taking steps to establish in the states of Chihuahua and Coahuila. The two will form the Big Bend International Peace Park. Steps to carry out the congressional authorization for the establishment of the park are being taken at the present session of the Texas legislature. It will be the first national park in the country's largest state. The area is a vast wilderness almost untouched by the march of civilization. It contains more than 200 species of birds and over 60 species of mammals.

A Nature Guide School in Massachusetts—The Massachusetts State College at Amherst, Massachusetts, will conduct a nature guide school this summer to train leaders in various phases of nature activity and to develop an added understanding and appreciation of outdoor surroundings. An effort will be made to equip young men and women for such positions as ranger naturalists for national parks, nature counselors in sum-

"Bringing Up Father"

A PROFESSIONAL MAN in New York City, after an unusually hard week with long hours of exacting detail, returning home had placed in his hands the following program of a concert arranged and presented for his exclusive benefit, with him as the entire audience. The program itself was the work of the eight year old violinist.



mer camps, scout naturalists, and 4-H club leaders. The course will be conducted from July 6th to August 14th, with variations to be offered in the course in successive summers over a four year period. In the first year of the course study will be made of birds, ponds and streams, and in nature guidance and in practical and field nature experience. Dr. William G. Vinal will be director of the school.

A Course in Folk Festival Production and Folk Dancing — The American Institute of Normal Methods announces a special course in folk festival production and folk dancing for supervisors of physical education and recreation workers to be held at Eastern School, Lasell Junior College, Auburndale, Massachusetts, July 7-28. The course will be directed by Stella Marek Cushing, well known interpreter of Slavonic lands and an authority on folk festival production. The course will be offered daily for three weeks from 4:15 to 6:00 P. M., one session being devoted to production details, the other to actual participation in folk dances. Further information may be secured from Charles E. Griffith, business manager and secretary, 39 Division Street, Newark, New Jersey.

1937 Leadership Institutes — The Cooperative Recreation Service of Delaware, Ohio, Lynn Rohrbough, Director, announces the following institutes to be held during May and June:

Ohio Creative Leisure Institute, May 17-22; Camp Wildwood, Westerville, Ohio. (Write R. B. Tom, Ohio State University, Columbus.)

Tri-State School of Leisure, May 30-June 4; Camp Hauberg, Port Byron, Illinois. (Reverend D. C. Ellinwood, Rushville, Illinois.)

Second Cooperative Recreation School — June 7-18 at Grandview College; for cooperative leaders. (Dr. C. A. Olsen, Grandview College, Des Moines, Iowa.

Michigan Recreation Institute—June 18-26 at Ashland Folk School. (Write Margaret Graham, Grant, Michigan.)

An Error Corrected

The caption under the picture on page 29 of the April issue of RECREATION should have read, "Courtesy Atlanta, Ga., Camp Fire Girls." This is a particularly interesting picture showing as it does twin sisters taking part in the Silver Jubilee of the Camp Fire Girls.

The First National Boy Scout Jamboree — More than 25,000 Boy Scouts from all parts of the country will meet in Washington on June 30th to take part in the Jamboree which will last until July 9th. The Jamboree will be of special significance in that it will be the first national one ever held. The boys will live in a tented city of their own on the banks of the Potomac, camping on 350 acres loaned them by the Congress of the United States.

A Training Course for Camp Counselors — For the third year Surprise Lake Camp at Cold Spring, New York, is offering a training course for camp counselors for a nine weeks' period during the months of July and August. Information may be secured from Mr. Mordecai Kessler, Director of Training, Surprise Lake Camp, Cold Spring, New York.

A Few More Playground Suggestions

(Continued from page 61)

an abandoned strip coal mine, now become a pond where hundreds of canvasback ducks stop over on their migration north. Other groups may choose to visit the grave of "Uncle Joe" Cannon, former speaker of the House, or the tombs of The King of Carnivals and the King of the Gypsies, listening to the stories of the lives of these men as related by the guide. One club has discovered a wooded area so dense as to be almost inaccessible but a spot where there is timber aplenty to try their hand at log cabin construction.

When the boys return from a hike with their guide each one receives a card certifying his attendance at the hike. When any one of the boys has accumulated ten hike certificates he is entitled to go on an over-night hike, which in the jargon of the day, is "tops" in the boy's mind. On school holidays, all day hikes are very much in demand and many boys are finding new adventure and thrill heretofore unknown.

On rainy days when the boys cannot go into the country they work like beavers equipping their club rooms in the centers, making posters to decorate the walls, or enjoying stereopticon views loaned to the community centers by the public library. Sometimes the boys gather in their club rooms to pour over nature magazines or to work on their scrap books of birds, pets, or any other newly discovered hobby.

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CAMPING AND GUIDANCE

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The author, a member of the staff of the Child Development Institute of Teachers College, Columbia University, describes in a concrete practical way with non-technical language how the camp experience may help in the emotional and social adjustment of the individual camper. Actual cases to vitalize the camp problems and the approaches he suggests. Of unusual practical value to all camp administrators and counselors.

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- Whatever your association with playgrounds, you will want to know of the book, "Playgrounds — Their Administration and Operation," by George D. Butler, which has 402 pages of practical information on the operation of playgrounds. It is the only book devoted exclusively to this subject, and the playground worker and official will find it invaluable.

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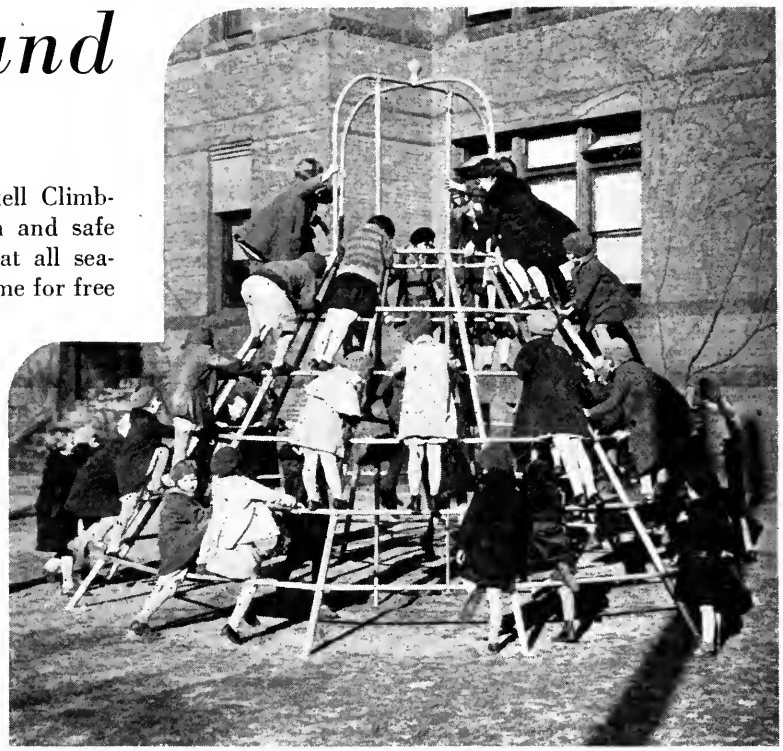
Write for full particulars and prices on the various Climb-A-Round models and sizes.



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Up to the present time the Pokagon Club newspaper has been edited by the nature guide through the department office. Subsequent numbers are to be edited in turn by the center clubs. "We are of the opinion," writes Robert Horney, Superintendent of Recreation, "that by building on plans which we have for the future, our nature clubs will not be seasonal but a part of our continuous year-round program."

"Something Old—Something New"

(Continued from page 62)

similar to battledore and shuttlecock from which it is believed our modern tennis also descended.

Table Tennis. Another sport of which a great deal is being heard these days is table tennis (ping pong to you!). It has become so generally used as a parlor game and in recreation rooms that it is more or less familiar to everyone. Table tennis dates back to the gay 90's when it was one in popularity with bicycles built for two and bustles. In fact, during that time it was played largely as a parlor game in the full costume of the period, and due to the tight lacings which the ladies endured a ball retriever was invented for recovering the balls from the floor! It was first played on the floor across a net with a small ball covered with a knitted web and the battledore of battledore and shuttlecock. Later it came up in the world and was elevated to the table.

Deck Tennis. Another sport of more recent origin and one which has only recently come into marked popularity is deck tennis, sometimes known as ring tennis, quoit tennis or tenniquoit. This is a game similar to tennis except that instead of striking a ball with a racket, a ring of rope or rubber is tossed back and forth. Like shuffleboard, deck tennis had a marine beginning and was first devised shortly before the time of the World War as a substitute for tennis on shipboard. Later it came ashore and has become extremely popular as a land sport.

And Now They Come Into the Home!

No doubt one of the factors which accounts for the rise of these old-new sports to the surface

of the consciousness of an already sport-loving American public is the fact that they lend themselves so admirably to home use. Few of us are fortunate enough to have space in our backyards for a football gridiron, a baseball diamond, a swimming pool or a tennis court. But who cannot find space for a shuffleboard court? Even a strip of concrete driveway will serve nicely. And a Badminton court or deck tennis court may be tucked in between the garage and the rows of spinach. Even if you are a city dweller the roof of your apartment building offers opportunities not to be overlooked. As for indoor sports, in these days of rejuvenated basements (now that the old-time furnace has been relegated to the junk heap), space which has previously been occupied by unsightly piles of coal is now dedicated to King Sport. What is more, the whole family can join in the fun. At such sports as shuffleboard, horseshoes and table tennis, Junior may prove to be too much for his dad, much to the chagrin of the latter—a chagrin tempered, however, by the immense satisfaction at having found something that father and son can play together.

A nation at play is an end to be desired, and whole families at play in their own backyards are even more desirable. So here's to the backyard sports—once the sport of kings and now within the grasp of even the humblest household! Long may they continue to grow and flourish, for "the hours that make us happy make us wise."

Music on the Playground

(Continued from page 66)

They should as individuals sometimes make some of the music by singing it or playing it, however simple and crude their efforts may be.

Other Activities

The acting out of stories brings us to the acting out of ballads in other songs while they are being sung by the actors, or by substitute singers for them, or by the whole audience. In this also we are to depend on the children's or older folks' own imaginations and actions as much as their interest will permit us to do. *Dramatized Ballads* with Musical Accompaniment, by Janet Tobbitt and Alice White (E. P. Dutton & Co.), just off the press, contains a wealth of material. In addition, the *Old Woman and the Peddler, I Had a Little Nut Tree, The Tailor and the Mouse* and

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other songs suited to children's acting are to be found in many a children's song book. *High Germany,* the *Wraggle Taggle Gypsies* and *My Man John,* for older boys and girls and adults, are in the Cecil Sharp collection of *English Folk Songs,* and *The Dumb Wife* and *The Jolly Broom Man* are in Volume II of the Oxford Song Book. *O Soldier, Soldier* in the Brown *Twice 55 Community Songs* is also a good one to act out. Any of these is very well suited to be given in connection with a story-telling session or festival.

A number of articles the length of this one should be written about playground festivals.

To think of instrumental musical activities suited to playgrounds is to open another large field beyond our present space. By the time this article appears, a bulletin on rhythm bands will have been issued by the National Recreation Association to companion its earlier publication on *The Making and Playing of Shepherds' Pipes.* This pipe-making and playing is an ideal project for a playground where it is respected as a craft deserving much care and time. Booklets on how to play or teach the harmonica are given free by M. Hohner and Company, 351 Fourth Avenue, New York. The ocarina or "sweet potato" deserves but perhaps does not need similar help. A group of these homely but nice-sounding instruments, in different sizes, can make very pleasant part-music.

Knowing of the large number of school bands, one wishes that during the summer there could be one or more bands of boys and girls in every city that would be to the playgrounds what adult bands are to the parks in musically well-equipped cities. They would also promote pride and loyalty toward the playgrounds, as they do toward the schools of which they are members. In such a project, as in singing and many others, a capable junior leader may be found among the high school or even less advanced pupils. The interest and cooperation of the school director of music must of course be won for it.

For the sake of completeness we should mention operettas, pleading for careful choice to find the best ones, and suggesting that the National Recreation Association's bulletins on *Operettas for Children* be consulted, together with some recent works published by G. Schirmer, New York. These have respectively to do with the lad Shakespeare, the young John Sebastian Bach, and with Joan of Arc, all of them for children or young people, and all musically delightful and everlasting.

The better possibilities for community nights should also have at least one article to themselves. But let us return for a moment to the singing with which we started this article, and remind the reader that one of the most fruitful modes of musical leadership on a playground is the spontaneous humming and singing, often done without intention, by any playground worker as he or she goes about the daily chores and enjoys also the intermissions. Even the dour old Carlyle said "Blessed is the man who sings at his work." Certainly there is no work in which it is more blessed to sing than in that of a playground leader. Only let us remember with Carlyle's friend, Emerson, that "Art is the record of good days," and give children as much of a taste as we can of what is meant by "good days." The playground leader's main job with respect to music is to provide a total environment, himself included, that will arouse the urge for musical expression and nourish it on the best suitable music he can find and learn and get his associates to find and learn. The world is full of "swell" songs, as the boys would call them, that every leader should know.

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Play Streets: Assets or Liabilities?

(Continued from page 72)

carelessness. And yet, that is what the play street tends to do.

The other argument for the continuation of the play street is that the child has a play area at his own doorstep and can benefit from parental supervision. This is a fallacy from the outset. Generally the father is away at work. The mother is busy in the rear of the house. In the congested section it is very rare that the parent actually supervises the play of the child. The parent is much too busy to bother. Hence the plan for parental supervision appears to be a vain hope, despite the attempt to interest adults in "play street" clubs and the like. And then, too, once adults take over the play street activities, or begin to share them with the children, it is a service no longer dedicated to the children of the city. Once again, the play street fails.

New Horizions for Camping

(Continued from page 74)

(1) by its part in reducing the hours of labor, (2) by expanding the area of Federal property available for leisure time uses, and (3) by experimenting in bringing leisure time leadership to areas that never had it. He related leisure time activity to a stirring, he sensed, in the fields of culture and the arts, to a start in the building of a society where beauty would be near the top. He said camping had four possible ends, (1) as a recreation agency, close to nature, (2) as an educative agency through recreation, (3) as a money making agency and (4) as an institution-building agency. He questioned the group on their attitude toward public agencies in the camping field, a

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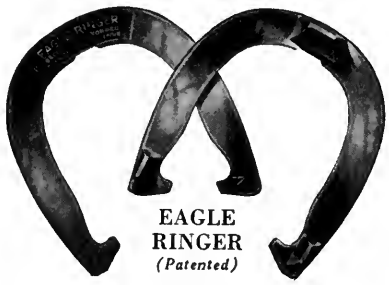

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movement he saw as well on its way and necessary and desirable. Some other questions he raised were: Can camping be made available to all? How can it be adapted to all age groups? (He enlarged on the need of camping for the adult.) Can it combine freedom and discipline? Can it use the principles of progressive education? Where will it get its leaders? He spoke of the need of making camp leadership more than part-time work if it were to become professional.

Mr. Lindeman named the camp as an institutionalized social form whose basic problem is human relations and said its effect should be defined on family life, church life, school life, and community life. He saw its possibilities in assisting the family to symmetrical growth, in teaching the arts of participation, in making the individual more capable of discrimination and in increasing the art of contemplation. He exalted the camp as an essential ally in the new movement of culture and art.

Enjoying Nature — What Does It Mean?

(Continued from page 78)

the game. With those tales as a first step, every child was glad to listen. It was time later to go more into the factual field of nature study. By the time the boys were actually identifying mushrooms, bark and bird calls, they failed to realize they had even drifted away from the adventure story and the legend. Their interest was just naturally aroused, and it took very little urging on my part to encourage them to do their own exploring.

Perhaps your students detest reading or hearing some one read. And it is true, incidentally, that a poor reader will ruin a good story. A night spent far removed from other humans will be an exciting substitute. Thus it was that we turned to camping at Hidden Lake, a body of water in a frog-infested swampland. There we would listen to stories as we sat or squatted about a campfire with marshmallows roasting over the coals. After that the boys could sleep, poke around in the underbrush, or sit quietly, listening for animal sounds.

It is well to take care not to confuse or disconcert the young nature student by breaking him in with something beyond his comprehension. Young people, as well as adults, must see value and benefit in a task before they will perform it. It is the responsibility of the successful nature counselor to transform what might be a task into a pleasure, a type of game.

Visiting day at summer camp is always an interesting time for it is then that the adults go to school. I take a pilot snake or a blue racer from its cage and they come closer. Ordinarily they would run, but now their fascination surpasses their fear. "How does it feel?" "Is it wet?" "Does it hurt much when it bites?" These are the questions asked. Perhaps before we're through with our impromptu talk someone will venture to touch the snake or even to hold it.

Frog hunting is always a drawing card. On such a hunt the class is divided into groups, each one just large enough to be accommodated in one boat. Boys always get a lot of fun from cruising along a weedy shore and poking under logs and

(Continued on page 110)

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Enjoying Nature—What Does It Mean?

(Continued from page 108)

lily pads. Another channel through which boys drift to a naturalist's life is the capturing of turtles for a turtle derby. In short, let us work on the assumption that nature study goes beyond jars of preservatives and identification charts.

We tried something at one summer camp that is appealing to both children and adults. We introduced our campers to the stars. After our nightly campfire we took them out onto the swimming dock, where I gave a short talk on stars, presenting some unusual facts, and pointed out a few of the better known constellations. Did the boys resent our making them go to school out there beneath the stars? Not at all, for they asked question after question and some of the boys offered a few facts themselves. They were capturing the mood of the true student of nature —the friendly, share-all mood. They were going to school but only in an informal and personal way.

Demand cooperation but not subordination. Make suggestions but don't give orders. You will get much farther by saying, "Let's see how many different leaves we can collect in thirty minutes," than if you commanded, "Today we will each be required to find and bring in the leaves of fifteen different trees."

Whether the study of nature is done in a class or by individuals, the keeping of notes is valuable but should not be required. To force the child to keep a notebook will send him back to school before vacation ends. We found that by placing a small nature notebook at each camper's place at dinner on the first day we had no trouble in persuading him to write in it.

It makes no difference whether you are a child or an adult, whether you are a member of an outdoor club or nature class or a lone explorer wishing to find out what lies beyond the pavement, the same technique will apply. Go into your work as though it were a form of recreation—that is what it actually is. Don't make a boresome job out of nature study. Avoid trying to absorb everything there is to be known in one summer or even a year. An entire lifetime will not be sufficient time to learn all.

Enjoying nature does not necessarily mean study, research and experiment. The hiker, the angler, the hunter and the photographer all enjoy nature. Nature study is not, by any means, an effeminate pastime. It is an ideal form of recreation because it is inexpensive, it is constantly offering something new and exciting, and there are no limits to its scope.

Overnight Camping

(Continued from page 80)

respects similar to that of all boys' or girls' camps except that it was necessary to give considerable instruction and assistance in correct methods of fire building and cooking. Though it was suggested that each camper bring his own tent and portable cot, few campers did so. It was therefore necessary to give instruction as to the placing of bedding, the preparation of the leaves and twigs for the laying of blankets, and the necessity of finding a level spot.

As expected, the great majority of boys and girls who go on the overnight camp trips are inexperienced as campers. It was found that many of them had never before been away from home or away from parents for two days and a night. The successful conduct of the camp therefore depended on the ability and skill of the camp director to a far greater extent than in larger camps which extend over a much longer period of time and consequently have more adequate facilities which make for easier adjustment to camp life.

Unless there is a skilled and tested camp leader available the overnight camp would better not be attempted. In localities where the weather is not entirely dependable, and this is certainly true in California in spite of all statements to the contrary, provision or arrangements for shelter in case of unexpected rain must be made. Very often provision may be made for the emergency use of a nearby hayloft, clean stables, or a vacated building. If this cannot be done it is necessary to provide large portable tents or awnings or large sheets of heavy canvas which would suffice until additional shelter could be procured.

Vallejo Plans a Camp

The general plan of overnight camps used in Albany will be adopted in Vallejo this summer. The City Recreation Commission of the City of Vallejo, organized January 1, 1937, has just started its year-round community program. Overnight camping will be one of the features of the first summer's activity schedule. Several desirable sites will be available. More than one location may be needed but arrangements are already being made for the use of a mountain district about fifteen miles out of town known as Green Valley. Green Valley, which is owned by the city, is a beautifully wooded canyon with an abundant supply of good water, and is in use at the present time, to a limited extent, for the city water supply. A part of the area has already been set aside for a Boy Scout Camp.

Numerous Vallejo organizations have been conducting splendid camps for a number of years and many individuals and families have availed themselves of camping at various places throughout the state. In spite of this fact the Vallejo Recreation Commission, in making arrangements for its overnight camps this summer, is planning to accommodate several hundred boys and girls many of whom have never before had the opportunity of experiencing at first hand the joy of living among the wonders of nature's great out-of-doors.

What Games for the Day Camp?

(Continued from page 84)

The hiker bringing in the greatest variety of nature articles or the most unusual, wins the score.

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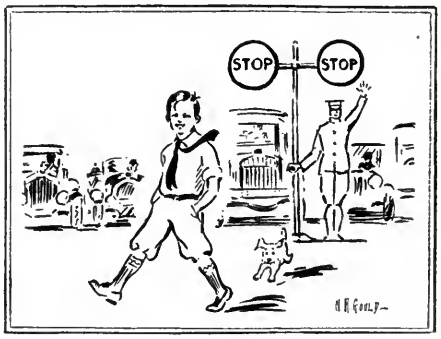

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"Ride a Cock Horse"

(Continued from page 89)

They are organized as a boys' mounted police troop and ride over reservation trails, practice police duty, learn the care of their horses, and receive instruction in equitation during each training period. Members of the Watchung Girls' Troop do practically the same things and receive the same instruction as do the Rangers. Each year this group has a mounted picnic and gymkhana at the end of the training period. Formerly only boys and girls with some previous riding experience were allowed to become members of the Rangers and Girls' Troop, but this year beginners were also invited to join. The charge for a season's membership is sixteen dollars, covering a training period of ten weeks.

A Boys' and Girls' Riding Club for children under twelve years of age was organized during 1936. The quota of fifteen members set for this class was soon reached and there is now a waiting list. On Thursday afternoons a women's riding class composed mostly of teachers from Westfield ride at the stable.

Classes from three private and three public schools have used the Watchung Stable for their headquarters all season. Several of these have had classes riding from the Watchung Stable for a number of years.

Activity at the stable continues throughout the year. When heavy snows make it impossible to go horseback riding, the stable rents horse-drawn sleighs for old-fashioned straw rides.

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El Paso is ideally located for riding and special activities such as these listed. A vast sandy prairie stretches for many miles east of the city, broken by low foothills and arroyos, dotted over with greasewood, yucca and sage brush and uninterrupted by fences.

"I'll See You at Atlantic City!"

(Continued from page 90)

One city reports "Our whole board is coming"; another "Five members of our board will be there." In recognition of this fine interest a special luncheon of these visiting laymen and women will be arranged with the members of the Board of the National Recreation Association.

Service Awards

The seasoned and time-honored veterans of the recreation movement will be presented with suitable awards by Dr. John H. Finley, Acting Vice-President of the National Recreation Association, and Editor of the *New York Times*. This is an event to which many executives will look forward with great interest and pleasure. Recognition of length of service on an occasion such as this is an honor not to be lightly passed. Awards will be granted as follows:

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25 years	23
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ing interests will be well represented at the Congress. Materials from the Federal government will be on display. These exhibits constitute one of the most practical features of the Congress—where and what to buy in the equipment line; what to read; what publishers produce recreation literature—will be readily answered by the displays and their personal attendants. The following firms are represented:

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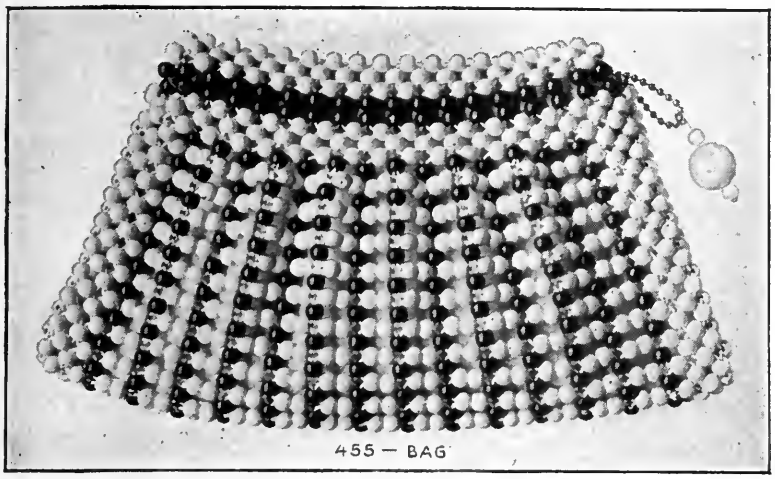

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Why Not a Stay-at-Home Vacation?

(Continued from page 92)

individual members. Especially the hobbies connected with nature are furthered by the walks in woods and by streams. Collections are sure to be started. The leaves of different trees may attract the attention of sister; brother is sure to fill his pockets with rocks varied in color and interesting in formation. Ferns, grasses, mosses, shells and birds' nests are other collections begun during this time that will grow as days in the open are repeated, and arranged and catalogued when winter days come.

Another of the hobbies that will be fostered by these nature hikes is the home aquarium. There are quite a few of native fishes from the ponds and streams of our northern climate that may be found and netted alive for use in the home tank. The most effective ones as far as beauty is concerned are the rosy-sided minnows and the red-bellied dace. Sun fishes and darters are also active and pretty and in silvery contrast to the exotic goldfish. The native fish that come from still water will be hardier than the ones accustomed to the constant movement of streams. Only the small varieties should be brought to the inside tank. If the pool is out-of-doors then a greater latitude of choice is feasible. This is particularly true if there is a fountain or a steady intake and outgo of water.

The family group that contains a member who belongs to one of the camps set up this winter by the Recreation Camping project in New York City will find they have a mine of information within their midst. During the winter at per-

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manent camps set up in settlements and community houses, the children have been learning camp and nature craft that this spring they are putting into operation on camp hikes. They have mastered the craft of fire construction of several types with an eye to the location, the weather and the function of the fire. They have learned the woods best suited and the way to guard against fire hazards. They have found the use of shelters and how to throw one up for the occasion—storm, wind or hot sun. They are tasting natural environment, gaining an understanding of nature as friend and foe and how to use the terrain they cross as pioneers did.

The families with even a very young member who has garnered these lessons of campcraft, will be able to take and heartily enjoy a stay-at-home vacation.

A Parade is Passing By!

(Continued from page 97)

den, with a windmill built in the center. The children were dressed in Dutch costumes which had been made at their playground under the supervision of the costume designer. Following the float was a small Dutch cart pulled by a large dog and driven by a small girl in Dutch costume.

The highest praise went to the Liberty float, decorated by a large public service company at its own expense. This was part of the presentation of history of our country from the days of the covered wagon to the present. The other floats of this exhibit included a reproduction of a Conestoga covered wagon, pulled by a team of horses and carrying children dressed as pioneers and playing banjos and mouth harps, and an American Indian float bearing a wigwam and children dressed as Indians. Another playground, in portraying America, chose the one phase of Radio City, and presented a large float on which were built several cardboard buildings and a radio tower to show Radio City at night.

The two colored playgrounds put on jointly the history of the Negro race under the title, "From the Plantation to Harlem." Their float, showing a plantation scene, was sponsored by the colored Elks. Other floats depicted a Japanese garden, a Spanish fiesta scene, the Land of Fun and Frolic, and Germany and the Olympics.

It required thirty minutes for the procession to pass, and 15,000 persons crowded the streets along the route to watch the parade.

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2 PARK AVENUE, NEW YORK, N. Y.

The parade was scarcely over before we were deluged with requests from local merchants to sponsor floats in our parade next year.

Following the parade, the group hurried to a high school auditorium to prepare for the second half of the program, the revue, and by curtain time that night the house was filled with more than twelve hundred persons. Each of the nine acts of the revue was greeted by encore after encore from an amazingly responsive audience. The high spot of the entertainment was offered by the two colored playgrounds with an imitation of Cab Calloway and his band and a plantation number including sixty children singing Negro melodies.

The countries represented in the float in the parade — America, Hawaii, Germany, Japan and Holland—were represented at the revue with traditional songs and dances in costume. The entire program was novel and sufficiently diversified to appeal to all ages and to give the playground children opportunity to exercise their various talents.

In connection with the show we published a program in which we sold space; we received generous cooperation from the merchants. These programs were distributed several days before the revue, and again at the door the night of the performance in order to advertise further the parade and revue.

Cooperation from the playground workers and the city as a whole alone made possible the success of our presentations.

Fairmont is a city of 25,000 persons. Its playground history is four years old, but in that time the number of playgrounds has increased from five to fourteen. The program extends over twelve weeks each summer, with two periods each day of the week except Saturday and Sunday. Attendance in the 1936 season was 132,106, an increase of 34,000 over last year with an average annual attendance of 90,000. The playgrounds employ forty-two workers of whom fifteen were supplied by the Works Progress Administration. Under their direction a well-rounded recreational program is developed. The playgrounds were admitted last year to participation in the Community Chest and given an allotment of $1,600, but prior to that time the playground director and his helpers had raised money by ball games, dances, basketball games, soft ball tournaments

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and playground shows, and the various schools had contributed. During four years these contributions amounted to $2,000 exclusive of Community Chest funds.

Millions of Books—And Recreation

(Continued from page 98)

Tom Sawyer
Treasure Island
Under the Greenwood Tree
The Merchant of Venice
Père Goriot
The Way of All Flesh
Alice in Wonderland
Adventures of Sherlock Holmes
The Golden Treasury of English Verse

On May 1, 1933 twelve hundred thousand volumes of the Jacket Library were placed on sale at fifteen cents each. A nation-wide publicity program brought schools, libraries, churches and the press into the picture. An Advisory Board was set up.

The response was phenomenal. Within three months Jacket Library books were bought by the hundreds of thousands in drug stores and department stores and on news stands. Churches, hospitals and prisons bought them in quantities. Books were sold to school children for ten cents. Thirty-five hundred were sent to one New York high school in one day. One clothing firm bought 10,000 copies of Tom Sawyer and gave them away as premiums to purchasers of rompers! Fifty thousand found their way into the C.C.C. camps. Fifty thousand more were sent by the Carnegie Endowment for International Peace to Greece, Bulgaria, Turkey, and Latin American countries.

Publishers who had been skeptical of the undertaking called it the "craziest organization in the world." But the work went on. The Foundation has now begun to publish original works by contemporary authors. The new series are in cloth covers, and sell for 25¢. "Brass Tacks" by David Cushman Coyle has been reprinted in many editions and it is estimated that this little book has been read by several million people. Books by Arthur E. Morgan, President of Antioch College and now of T.V.A., John W. Studebaker, Office of Education, Department of the Interior, Washington, D. C., Dorothy Canfield Fisher, Harold G. Moulton, President of the Brookings Institution, have been released in editions of one hundred thousand copies.

Thus an idea generated in a college classroom has grown to tremendous proportions. Hundreds of thousands of good books have gone into communities where books could not be bought before. It is significant from a recreational point of view that most of these are books that people read just for the love of reading. The recreative and cultural values of such reading by people young and old, many of whom never had owned such books before, are beyond all computation.

The effort of these young people of the Foundation, dedicated to the task of promoting the reading of good books for greater numbers of our population at a price within the reach of all, will live on in the lives of those whom they serve and in the growing enrichment of the cultural life of America.

New Publications in the Leisure Time Field

Play Streets and Their Use for Recreational Programs

By Edward V. Norton, M.A. A. S. Barnes and Company, New York. $1.00.

THERE HAS NEVER been a compilation available on street play, its origin and historical background, the experiments which have been made in a number of cities, the method of organization, and successful forms of activities which may be used. Mr. Norton has performed this much needed service and he has given us, in addition, the results of his own experiences in developing play streets under the sponsorship of the play street project of the WPA. Recreation workers will be particularly interested in the discussion of the adaptation of activities of various types to street play.

The Abingdon Party Book

By Ethel Owen. The Abingdon Press, New York. $1.00.

THE AUTHOR, well known as a writer of books on social recreation, has included in this volume three of her party books—*A Book of Original Parties; Parties That Are Different; The Happy Party Book*—together with some new parties. The result is a volume of more than thirty-five parties all characterized by originality. Sketches and illustrations throughout the book with eight color inserts make clear the ideas and suggestions. The parties planned are such that they may be given in homes, schools, clubs and wherever people gather together for a good time.

101 Things for Little Folks To Do

By Lillie B. and Arthur C. Horth. J. B. Lippincott Company, Philadelphia. $2.00.

TO PROVIDE little children with simple occupations suitable for rainy days and holidays is the purpose of this attractively illustrated book. All the materials suggested for use in making things are those which as far as possible are easily obtainable in the home. Where material must be bought, the cost is little. The diagrams are self-explanatory and the accompanying text provides simple instructions in simple language.

Youth Serves the Community

By Paul R. Hanna. D. Appleton-Century Company, Incorporated, New York. $2.00.

YOUTH SERVES THE COMMUNITY is the introductory book to a series sponsored by the Progressive Education Association which is designed "to help teachers and other educational workers to do more thorough and effective work in the schools." This particular volume presents the results of a study of what children and youth have been doing to promote community welfare in this country and abroad. It describes a great variety of successful projects in which children and youth have participated and which have had educational value to the individual and at the same time have made significant contributions to social betterment. Recreation workers will be especially interested in the chapters on "Youth Contributes to Public Safety"; "Youth Contributes to Civic Beauty"; "Youth Contributes to Civic Arts."

Ten Good Parties

Compiled by Miriam J. Williams. *The Farmer's Wife* Magazine. St. Paul, Minnesota. $.10.

TEN GOOD PARTIES "that are fun"—parties ranging from a New Year's party to a gypsy picnic—make up this attractive booklet. Another pamphlet on parties emanating from the same source is *Children's Parties,* by Myrtle J. Trachsel (10 cents) in which suggestions are offered for party plans, decorations, games and activities, and refreshments. In addition to these helpful booklets, *The Farmer's Wife* Magazine has issued a number of bulletins of interest to recreation workers. These include *Books for Boys and Girls,* with descriptive matter (five cents); *Books Worth Reading* (five cents); *Money-Making Plans for Women's Organizations* (five cents); *How to Organize and Carry on a Club* (10 cents); *The Puppet Theater* (10 cents), and *Good Home Talent Plays* compiled by Edna L. Waldo (five cents).

"Handy II"--Kit Q

Big Times in Small Spaces. Edited by Lynn Rohrbough. Cooperative Recreation Service, Delaware, Ohio. $.25.

RECREATION LEADERS will welcome this revised material on Games and Stunts for Crowded Places, which offers a number of suggestions for the leader who is faced with the necessity of providing activities for an audience which has attended another session and which has been seated for an hour or more. Mr. Rohrbough offers game material and stunts for which some advance preparation may be made and other material which may be planned for at a moment's notice.

The Coaching of Soccer

By Hubert E. Coyer. W. B. Saunders Company, Philadelphia. $2.00.

MR. COYER offers many tested suggestions in his book which will prove especially helpful in teaching the fundamentals of soccer, developing team play and sound judgment, and in utilizing playing material to the best advantage. The technique of each skill required is discussed, together with its uses, advantages and disadvantages. A particularly helpful feature of the book is its illustrations. Each technique for playing the ball or the opponent, and each defensive and offensive team formation is clearly pictured.

Social Treatment in Probation and Delinquency

Pauline V. Young, Ph.D. McGraw-Hill Book Company, Inc., New York. $4.00.

THIS IS A BOOK ON METHOD—a most thorough and comprehensive study of the factors involved in any case of delinquency. The author citis a few typical cases of

delinquent youth and around them arrays the forces that cause a delinquency and the social and legal agencies that deal with the cases. Community disorganization and rapid social change—the broken family, sordid poverty and lack of community responsibility—pour a continuous stream of helpless children into the hands of the social agencies, police, the courts, probation officers, and penal institutions.

What agencies should deal with these cases? How should such cases be studied scientifically? What part do the police, the courts and probation officers play? How should parental education be carried on? What are the qualifications of the worker with delinquent youth? These and many other questions are answered on the basis of very careful research findings.

The final section of the volume deals with the utilization of community resources in the work of unadjusted youth and parents—among them the church, the school, community recreation agencies, coordinating councils and the juvenile court clinic. These are described and appraised. An ideal is set up for recreation and recreation workers as the author quotes from the White House Conference on Child Health and Protection. . . . "The playground official of the future will be rather a community agent than a playground director. The background of child life must be known as it is seen, not only on the playground but on the streets and in the alleys."

This book is indeed a "Treatise and Casebook for Court Workers, Probation Officers and Other Child Welfare Workers."

The Romance Map of Maine.

Compiled by Alice E. Fowler and Grace F. Dodge. Artist, Mildred C. Green. Secure from Mrs. Grace F. Dodge, Boothbay, Maine. $.50.

The latest in the attractive series of Romance Maps, the map of Maine, is made up of cleverly arranged sketches of historical events, famous people, interesting legends, and animals of Maine. If you are interested in historical events or if Maine happens to be your favorite vacation haunt, as it is with so many people, you will not want to miss this publication.

This New America.

By Alfred C. Oliver, Jr. and Harold M. Dudley. Longmans, Green and Company, New York. $1.50.

Here is the story of the CCC since the inauguration of which almost 2,000,000 young men have enrolled in camps. The book gives statistical information regarding the work done in the conservation of our national resources, but what is more important, it testifies to the work which is being done in the conservation of our national youth. The editors of this book had access to government files containing thousands of letters by enrollees describing life in the camps. Many of these human documents are published in *This New America.*

The Junior Natural History.

The American Museum of Natural History, 77th Street and Central Park West, New York. $1.00 a year; 10 cents a copy.

A monthly magazine containing information on birds, animals, flowers and natural phenomena, presented in a way to appeal to children. The magazine is profusely illustrated with beautiful pictures.

Mental Games.

The Walther League, 6438 Eggleston Avenue, Chicago, Illinois. $.10.

Here are nine mimeographed pages of interesting brain puzzlers gathered from various sources.

Improved Personnel in Government Service.

Published in *The Annals of the American Academy of Political and Social Science,* January 1937. American Academy of Political and Social Science, 3457 Walnut Street, Philadelphia. $2.00.

This issue of the Annals has been devoted to the subject of personnel in government service, and a number of outstanding leaders have contributed articles on the following subjects: Spoils and Democracy; the Development of a Professional Public Service; New Techniques of Public Personnel Administration; the Reform Movement: Old and New; Improved Personnel in Government Service. Among the contributors are C. A. Dykstra, City Manager of Cincinnati; Ordway Tead, lecturer and writer; Lewis Meriam of the Brookings Institution; Harold W. Dodds, president of Princeton University, and others.

Happy Nature Adventures.

By Mary C. Butler. Dorrance and Company, Philadelphia. $1.50.

A nature lover whose own life has been enriched by contact with nature tells delightfully of her ramblings. It is interesting to note that no observation recorded was made more than eight miles from the spot where the writer lives.

Twig Key to Some Common Northeastern Trees.

By William M. Harlow. New York State College of Forestry, Syracuse, New York. Single copies, $.25; 100 or more, $.15.

Dr Harlow has presented a simple key to thirty-eight common trees. Each twig has been photographed. "Twigs are not just so many sticks terminating the branches, but possess individuality of form, color, size and often taste." Many leaders will be glad to become familiar with their neighborhood trees or to make a tree map of their playgrounds by this means.—Reviewed by *William G. Vinal.*

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Who Is Who In Recreation?

A YEAR BOOK ON LIVING even when primarily governmental is a record of dreams and hard work on the part of many individuals and groups.

It is a record also of cooperation on the part of many:—

Mayors and city managers
Councilmen
Recreation boards and recreation executives
School boards and school superintendents
Park boards and park superintendents
City planning boards and groups

Parent-Teacher groups
Labor groups
Church groups
Y. M. C. A.'s and Y. W. C. A.'s, and Boy Scouts and Girl Scouts and Camp Fire Girls
Chambers of Commerce and Junior Chambers of Commerce
Rotary, Kiwanis, Lions, Civitans
Coordinating councils in the neighborhood

W. P. A. and N. Y. A. in the nation
the National Park Service and the Forestry Service
the Department of Agriculture Extension Service
from the lowest to the highest,
and many in between,
from the President of the United States
from the man on the street and his wife
who voted bond issue after bond issue
to keep up recreation and life-giving values.

---

and the national recreation movement
and the National Recreation Association
and its Board of Directors
and its contributors, thousands strong,
and its staff, the servant of all—
the national recreation movement, the people of
the United States united for living.

HOWARD BRAUCHER

June

Outdoor Theater, Sigmund Stern Recreation Grove, San Francisco

A FRAGMENT OF JUNE

A stretch of blending tints of green,
Of sward and trees and blooming sheen;
The mingling blue of sapphire skies,
And fleecy clouds and purple dyes;
While over all lies fold on fold
Of Summer sunshine's shimmering gold.
Sweet-scented breezes, lingering, play
Where regal roses bow and sway.
The wine of life in loam and air;
The whir of winged life everywhere;
While Heaven leans low and spills soft gleams
Of glory, while Earth thrills and dreams
Beneath the touch, and wakes to swoon
Again in joy. 'Tis Mystic June.

Margaret Drake DeGroot.

A Summary of Community Recreation in 1936

Number of cities with play leadership or supervised facilities	**1,122**
Total number of separate play areas reported	**17,443** [1]
New play areas opened in 1936 for the first time	**1,275** [2]

Total number of play areas and special facilities reported:

Outdoor playgrounds	**9,490**
Recreation buildings	**1,347**
Indoor recreation centers	**3,947**
Play streets	**212**
Archery ranges	**270**
Athletic fields	**1,439**
Baseball diamonds	**3,568**
Bathing beaches	**516**
Bowling greens	**184**
Golf courses	**354**
Handball courts	**1,409**
Horseshoe courts	**7,445**
Ice skating areas	**2,411**
Picnic areas	**2,065**
Shuffleboard courts	**1,159**
Ski jumps	**114**
Softball diamonds	**7,369**
Stadiums	**155**
Camps—day	**138**
Swimming pools	**1,142**
Tennis courts	**10,029**
Toboggan slides	**272**
Wading pools	**1,295**

Total number of employed recreation leaders	**46,550** [3]
Total number of leaders employed full time the year round	**2,792**
Total number of volunteer leaders	**8,579**
Total expenditures for public recreation	**$56,287,176.80** [4]

(1) This figure includes outdoor playgrounds, recreation buildings, indoor recreation centers, play streets, athletic fields, bathing beaches, golf courses and summer camps.

(2) Indoor centers open for the first time are not included.

(3) 26,498 of these leaders were paid from Emergency funds.

(4) $32,341,777.87 of this amount was Emergency funds.

Community Recreation Leadership, Facilities and Activities in 1936

THE RECREATION YEAR BOOK has special significance in a period of marked change in the community recreation movement, affording as it does a basis for determining the trends in personnel, expenditures, facilities, and activities. The YEAR BOOK for 1936 is of particular interest because it indicates to what extent a general improvement in business conditions during the year was reflected in normal recreation service and also the extent to which Federal funds and personnel have contributed to recreation programs in local communities.

During recent years local recreation facilities and programs have been made possible, or extended, in many American communities because of the funds which have been made available by Federal emergency agencies. Because of this fact the YEAR BOOKS for 1933, 1934, and 1935 have been published in two sections. The main section recorded work in cities which provided local funds for recreation, although in many cases they were supplemented from Federal sources. The other section contained reports from communities in which recreation service was made possible entirely through emergency funds and which otherwise would not have been included in the YEAR BOOKS.

This year, however, because the Works Progress Administration authorities decided to make a study of the recreation work carried on under its auspices in 1936, cities reporting emergency funds only have been omitted from the YEAR BOOK. It records only service in communities which either partially or entirely financed their recreation programs from non-relief funds. It is therefore comparable in scope to the main section of the three preceding YEAR BOOKS and, except for the fact that many of the cities listed secured supplementary funds from emergency sources, it affords a fair basis for comparison with the earlier YEAR BOOKS issued by the Association. In the following pages, where references are made to data for previous years they take into account only reports from cities which provided some local funds.

The YEAR BOOK for 1936 contains reports of recreation service in 1,122 communities.* This number represents a slight decrease as compared with 1935, although this difference is more than accounted for by communities in a single state, which, in 1935, carried on a limited recreation program largely financed by emergency funds, but with small local appropriations which entitled these communities to appear in the main body of the YEAR BOOK. Otherwise, there is no marked change in the number or general distribution of the cities submitting reports. There is little evidence that in 1936 many cities took over responsibility for financing programs supported by emergency funds the previous year, or that many communities which carried on a regular program in 1935 transferred the burden to emergency authorities last year.

Because of the importance of leadership and because the number of recreation leaders paid from regular funds has decreased during the depression, it is of special interest to note an appreciable increase in the number of such workers in 1936 when 20,052 leaders were reported employed from regular funds. Even more significant is the fact that the number of workers employed on a full time year round basis, namely 2,792, was greater than reported in any previous year. The contribution which the Federal government made to local recreation service in 1936 is suggested by the fact that 26,498 leaders supplemented the work of the workers paid from regular funds, in the cities reporting. Nearly 12,000 of these emergency workers were serving on a full-time basis. Without doubt the availability of this large number of workers paid from emergency funds accounted for the further decrease in the number of persons serving as voluntary recreation leaders.

* Reports from the following were received too late to be listed in the statistical tables although the information which they contained has been included in the summary figures: Mansfield, Ark.; Pasadena, Calif. (City and Park Department); Norwalk, Conn.; Miami Beach, Fla.; Twin Falls, Idaho; Peoria, Ill. (Recreation Commission); Oswego, Kans.; Cliffside Park, N. J.; Bend, Oregon.

Additional evidence that a start has been made in the restoring of recreation budgets is given by the figures relating to recreation expenditures. A total of nearly $24,000,000 was reported spent in 1936 as compared with nearly $21,500,000 in the preceding year. It appears that much of this increase was devoted to the development of new facilities and areas rather than to the extension of operating budgets.

Figures also indicate that local funds were supplemented in 475 cities by $32,342,000 supplied from emergency sources. The amount of money spent from emergency funds for community recreation leadership, facilities, and service in 1936 was considerably greater than the amount from local sources. These figures emphasize the magnitude of the problem which is facing local communities as to how they can increase their local budgets and maintain existing recreation services in case Federal funds are withdrawn or materially curtailed.

There was a marked increase in the number of playgrounds, recreation buildings, and indoor recreation centers conducted under leadership in 1936. In fact the number of these centers was greater than in any previous year. Total average daily attendances at summer playgrounds, namely 3,158,907, represent an increase of two-thirds over the 1935 figure and are exceeded only by the attendances reported in 1930. The total reported attendances at playgrounds throughout the year were 320,474,216, an increase of nearly 40% over 1935 and a new annual attendance record.

The total participation in programs afforded in recreation buildings and indoor centers totaled 85,880,000, an increase of 33% over previous years and by far the largest attendance ever recorded for indoor facilities. These considerable increases in the number of persons making use of outdoor and indoor centers doubtless reflect a greater use of these facilities by youth and adults and also longer periods of operation due to the availability of large numbers of emergency workers.

The tremendous extent to which community recreation agencies are serving children, youth and adults in their leisure time is further reflected by the reports of special facilities and of special recreation activities. Increases are recorded in the number of most types of facilities and likewise in the number of individuals taking advantage of them. To a similar extent the number of cities reporting various activities is considerably greater than in 1935 and the number of individuals participating indicates that increasingly people are taking advantage of enlarged opportunities for recreation activity.

On the whole the YEAR BOOK for 1936 presents a most encouraging picture. At the same time it offers a very definite challenge to localities to prepare for the time when they must assume more responsibility for the financing of the greatly enlarged program which is now made possible only because of Federal funds.

Leadership

A total of 20,052 recreation workers were reported paid from regular funds in 702 cities in 1936, or an increase of 1,556 workers over the preceding year. It is less, however, than the number of leaders reported during the early years of the depression when fewer emergency recreation workers were available.

The total number of full time year round workers in 1936 was 2,792, a gain of 186 over 1935, and is the largest number of such workers ever reported. This figure doubtless reflects an increase in full time employment by local recreation authorities, but it also includes a few golf professionals and managers of golf courses who were not previously reported. A few cities employed full time year round workers in 1936 for the first time. In the case of both year round and seasonal leaders, the men outnumbered the women to a greater extent than in previous years.

Cities which provided recreation service through regular funds also utilized a large number of emergency leaders in 1936. The number of such leaders, 26,498, exceeds by 5,465 the comparable number reported in 1935 and is also greater than the number of workers paid from regular funds. In other words, in the 702 cities reporting leadership paid from regular funds, there were more leaders paid from emergency funds than from other sources. Less than one-half of these emergency leaders worked on a "full time" basis.

Recreation Workers Paid from Regular Funds

Cities reporting employed recreation workers	702
Men workers employed	11,464
Women workers employed	8,588
Total workers employed	20,052
Cities reporting workers employed full time year round	288
Men workers employed full time year round	1,632
Women workers employed full time year round	1,152
Total workers employed full time year round	2,792*

* Includes 8 workers whose sex was not reported.

Supplementary Workers Paid from Emergency Funds in Cities Providing Regular Service

Cities reporting such workers	540
Men workers employed	17,133
Women workers employed	9,365
Total workers employed	26,498
Cities reporting workers employed full time	275
Men workers employed full time	8,401
Women workers employed full time	3,557
Total workers employed full time	11,958

Volunteers

The decreasing part which is being played by volunteer workers is indicated by the fact that the number of such leaders reported in 1936 was less than 64% of that in 1933, the "peak" year. 8,579 volunteer leaders were reported in 1936; of this group 4,441 were men and 4,138 were women. The number of cities reporting volunteers is 268 as compared with 335 in 1933.

Playgrounds and Indoor Centers

Outdoor Playgrounds

Reports indicate that more outdoor playgrounds were conducted under leadership in 1936 than in any previous year. A total of 9,490 was reported as compared with 8,062 in 1935. As in 1934 and 1935, many of these playgrounds were doubtless open because of the leaders who were assigned by the relief authorities for service with recreation agencies. The use of emergency leaders is also reflected in the number of playgrounds open the year round, which were more numerous than ever before.

The expansion of playground service in the cities represented in the YEAR BOOK is further indicated by the fact that the increased number of playgrounds under leadership in 1936 was reported by fewer cities than three years previous. Furthermore 900 playgrounds were reported open under leadership last year for the first time. The growing popularity of the playgrounds is also attested by the marked increase in the average daily summer attendance per playground reporting and in the total attendances during the year.

Number of outdoor playgrounds for white and mixed groups (717 cities)		8,903
Open year round (206 cities)	2,121	
Open during summer months only (591 cities)	5,032	
Open during school year only (75 cities)	611	
Open during other seasons (141 cities)	1,139	

Average daily summer attendance of participants (5,679 playgrounds in 527 cities)	2,101,416*
Average daily summer attendance of spectators (3,535 playgrounds in 387 cities)	724,262*
Number of outdoor playgrounds open in 1936 for the first time (243 cities)	816

In addition to the foregoing, outdoor playgrounds for colored people are reported as follows:

Number of playgrounds for colored poeple (176 cities)		587
Open year round (73 cities)	216	
Open during summer months only (118 cities)	294	
Open during school year only (13 cities)	25	
Open during other seasons (26 cities)	52	
Average daily summer attendance of participants (290 playgrounds in 105 cities)		64,793**
Average daily summer attendance of spectators (200 playgrounds in 82 cities)		22,641**
Number of playgrounds for colored people open in 1936 for the first time (50 cities)		84

Total number of playgrounds for white and colored people (718 cities)	9,490
Total average daily summer attendance of participants and spectators, white and colored (6,493 playgrounds)	3,158,907
Total attendance of participants and spectators at playgrounds during periods under leadership for white and colored people (8,402 playgrounds in 581 cities)	320,474,216
Total number of playgrounds for white and colored people open in 1936 for the first time	900

* In addition to this number, 5 cities report an average daily summer attendance of both participants and spectators at 523 playgrounds totaling 245,395.

** In addition to this number, 1 city reported an average daily summer attendance of both participants and spectators at 1 playground totaling 400.

Recreation Buildings

One thousand three hundred and forty-seven recreation buildings were reported open under leadership in 1936 or 304 more than the previous year. Of this number, 180 were open for use under leadership in 1936 for the first time. Some of these buildings are structures built in 1935 or 1936 and others are existing buildings which were equipped and operated by personnel paid by emergency funds. The total attendance of participants recorded at 916 recreation buildings was more than fifty-five million.

Number of recreation buildings for white and mixed groups (306 cities)	1,223
Total yearly or seasonal attendance of participants (824 buildings in 217 cities)	52,450,260
Number of recreation buildings for white and mixed groups open in 1936 for the first time (89 cities)	151

In addition, recreation buildings for colored people are reported as follows:

Number of recreation buildings for colored people (88 cities)	124
Total yearly or seasonal attendance of participants (92 buildings in 63 cities)	2,720,694
Number of recreation buildings for colored people open in 1936 for the first time (24 cities)	29

Total number of recreation buildings for white and colored people ((321 cities)	1,347
Total yearly or seasonal attendance of participants at recreation buildings for white and colored people (916 buildings in 229 cities)	55,170,954
Total number of recreation buildings for white and colored people open in 1935 for the first time	180

Indoor Recreation Centers

Under this heading are reported schools, churches, city halls, social centers and other buildings which are not used exclusively for recreation but in which a recreation program is regularly carried on under leadership. More cities reported centers than in 1935 and the number of centers was 308 greater. Sixty-three per cent of the centers were open three or more sessions weekly, and they accounted for 74% of the total attendance of participants.

Number of centers open 3 or more sessions weekly (370 cities)	2,494
Total yearly or seasonal attendance of participants (2,029 centers in 272 cities)	22,842,514
Number of centers open less than 3 sessions weekly (200 cities)	1,453
Total yearly or seasonal attendance of participants (1,238 centers in 135 cities)	7,866,801
Total number of indoor recreation centers (415 cities)	3,947
Total attendance of participants (3,267 centers in 306 cities)	30,709,315

Play Streets

Twenty-six cities report a total of 212 streets closed for play under leadership. 76 of these streets in 10 cities were open in 1936 for the first time. Although comparatively few in number, these play streets serve large numbers of people as indicated by the fact that 15 cities report an average daily attendance of 17,238 participants at 135 centers.

Recreation Facilities

The table which follows indicates the extent to which several types of recreation facilities were made available and used during 1936. The list includes picnic areas and day camps in addition to the facilities reported in previous years.

In general, the number of facilities reported and the participation for the year are appreciably greater than for 1935. Archery and shuffleboard courts show a marked increase, and to a lesser degree, ice skating areas, ski jumps, outdoor swimming pools and tennis courts. Many new facilities were open in 1936 for the first time.

Figures for the total number of uses made of various facilities are incomplete but they indicate certain trends in the popularity of recreation facilities and areas. The total participation at archery courts increased nearly four fold, at baseball and softball diamonds more than one-third and at outdoor swimming pools nearly one-half. Among the few facilities at which a smaller use was recorded were ski jumps and toboggan slides.

The widespread appeal of outdoor swimming is evidenced by the participation reported at bathing beaches and swimming pools in 1936, totaling nearly eighty million. Next in order are the baseball diamonds with 13,710,000 participants, followed closely by softball diamonds, ice skating areas and picnic areas, in the order named. These figures corroborate the reports indicating the increasing popularity of swimming, ice skating and picnicking.

Throughout the following table the figures in parentheses indicate the number of cities reporting in each particular case and the figures in brackets indicate the number of facilities for which information relative to participation is given.

Facilities	*Number*	*Participants per season*	*Number open in 1936 for first time*
Archery Ranges	270 (141)	413,821 (70) [121]	48 (30)
Athletic Fields	1,439 (504)	7,356,993 (166) [413]	63 (52)
Baseball Diamonds	3,568 (645)	13,710,055 (274) [1,801]	139 (71)

Facilities	*Number*	*Participants per season*	*Number open in 1936 for first time*
Bathing Beaches	516 (236)	52,734,533 (112) [249]	17 (16)
Bowling Greens	184 (66)	197,539 (35) [90]	5 (5)
Camps—Day	138 (73)	189,831 (50) [110]	27 (16)
Camps—Others	52 (36)	22,188 (21) [30]	6 (6)
Golf Courses (9-hole)	156 (118)	2,057,879 (70) [91]	6 (5)
Golf Courses (18-hole)	198 (135)	4,775,389 (88) [140]	6 (6)
Handball Courts	1,409 (176)	2,149,373 (72) [506]	140 (26)
Horseshoe Courts	7,445 (535)	3,466,812 (248) [3,273]	733 (108)
Ice Skating Areas	2,411 (327)	11,372,290 (155) [1,012]	306 (68)
Picnic Areas	2,065 (344)	9,382,075 (151) [911]	169 (39)
Shuffleboard Courts	1,159 (142)	1,811,291 (70) [691]	148 (38)
Ski Jumps	114 (54)	54,838 (25) [42]	13 (12)
Softball Diamonds	7,369 (619)	12,819,684 (316) [3,650]	565 (130)
Stadiums	155 (132)	1,953,837 (41) [49]	18 (17)
Swimming Pools (indoor)	314 (111)	4,032,219 (66) [154]	5 (5)
Swimming Pools (outdoor)	828 (339)	26,210,916 (203) [521]	39 (26)
Tennis Courts	10,029 (639)	9,449,824 (306) [5,612]	528 (112)
Toboggan Slides	272 (98)	406,781 (38) [104]	27 (22)
Wading Pools	1,295 (379)		91 (40)

Management

The following tables indicate the number of public and private agencies of various types which conducted the recreation facilities and programs appearing in this report. It should be kept in mind that some of the individual agencies serve a number of communities and that in the case of several cities two or more different agencies conducted activities and are therefore represented under more than one heading.

There are no striking changes in the following tables showing the forms of recreation administration, as compared with similar tables in the last few years. Playground and recreation departments continue to hold first place among the municipal agencies, followed by the park and school departments.

Municipal

The forms of municipal administration in the cities reporting recreation service in 1936 are summarized as follows:

Managing Authority	*Number of Agencies*
Playground and Recreation Commissions, Boards and Departments	229
Park Commissions, Boards, Departments and Committees	210
Boards of Education and other School Authorities	199
Mayors, City Councils, City Managers, and Borough Authorities	119
Park and Recreation Commissions, Boards and Departments	28
*Municipal Playground Committees, Associations and Advisory Commissions	27
Departments of Public Works	21
Departments of Public Welfare	11
Departments of Parks and Public Property or Buildings	11
Departments of Public Service	9
Golf Commissions	6
Swimming Pool, Beach and Bath Commissions	5
Forest Preserve Districts	2
Other Departments	22

* These authorities administer recreation facilities and programs financed by municipal funds although in some of the cities it is probable that they are not municipally appointed. Many of these authorities function very much as Recreation Boards and Commissions.

Private

Private organizations maintaining playgrounds, recreation centers or community recreation activities in 1936 are reported as follows:

Managing Authority	*Number of Agencies*
Community House Organizations, Community and Social Center Boards and Memorial Building Associations	38
Playground and Recreation Associations, Committees, Councils and Leagues, Community Service Boards, Committees and Associations	31
Y. M. C. A.'s	10
Civic, Neighborhood and Community Leagues, Clubs and Improvement Associations	10
American Legion	9
Kiwanis Clubs	9
Park and Playground Trustees	7
Parent Teacher Associations	7
Industrial Plants	6
Welfare Federations and Associations, Social Service Leagues, Settlements and Child Welfare Organizations	5
Chambers of Commerce and Commercial Clubs	5
Women's Clubs and other women's organizations	5
American Red Cross	4
Churches	4
Lions Clubs	3
Boys' Work Organizations	2
Rotary Clubs	2
Athletic Clubs	2
Miscellaneous	8

Agencies Reporting Full Time Year Round Workers

In the following table are summarized the types of municipal and private agencies reporting one or more recreation workers employed on a full time year round basis during 1936. Since in a number of cities two or more agencies employ such workers, it should be kept in mind that the figures indicate agencies rather than cities.

The tables which follow indicate very little change as compared with recent years in the number of agencies of various types which employ full time year round leadership. Except for the playground and recreation departments, and to a much lesser extent, the park departments, comparatively few of the municipal agencies employ recreation workers on this basis.

Municipal

Managing Authority	*Number of Agencies*
Playground and Recreation Commissions, Boards and Departments	124
Park Commissions, Boards, Bureaus and Departments	57
Boards of Education and other School Authorities	25
Park and Recreation Commissions and Departments	16
Departments of Public Welfare	8
Departments of Public Works	5
Municipal Playground Committees, Recreation Associations, etc.	5
Departments of Parks and Public Property	4
City Councils	4
Swimming Pool, Beach and Bath House Commissions	2
Miscellaneous	15

Private

Managing Authority	*Number of Agencies*
Community Building Associations, Community House Boards and Recreation Center Committees	20
Playground and Recreation Associations, Committees, Councils and Community Service Boards	10
Settlements and Neighborhood House Associations, Welfare Federations, etc.	9
Park and Playground Trustees	3
Industrial Plants	2
Miscellaneous	8

Finances

A total of $23,945,398.93 was reported spent by 774 cities from regular sources, public or private, in 1936. This amount represents an increase of nearly $2,500,000 or more than 11% over the expenditures reported in 1935, which in turn exceeded those of the preceding year.

The increase in expenditures from regular sources in a year when large emergency funds were available indicates the acceleration of an upward trend which is encouraging. It is impossible to determine how much of the increase was spent for various purposes such as permanent improvements or salaries for leadership because many cities failed to classify their expenditures. It is evident, however, that much of the additional funds was spent for land, buildings or permanent equipment because the amount reported spent for these purposes was more than 75% greater than in 1935. Fewer cities reported their expenditures for leadership than in 1935 and consequently the total amount is less. If one of these cities which reported leadership salaries of $1,262,000. in 1935 had reported its 1936 expenditures in detail, the total for all cities reporting would have been the same for both years. Salaries for workers other than leaders show a marked increase.

The following table shows the amounts spent from regular funds for various purposes in 1936. The figures in parentheses indicate the number of cities reporting.

Land, Buildings, Permanent Equipment	$ 3,873,534.33	(314)
Upkeep, Supplies and Incidentals	3,562,114.64	(594)
Salaries and Wages for Leadership	5,766,926.10	(567)
For Other Services	4,648,383.85	(380)
Total Salaries and Wages	11,522,028.76	(624)
Total Expenditures for Recreation in 1936	23,945,398.93	(774)

The following additional expenditures were reported *from emergency funds* in 475 cities carrying on some regular recreation service in 1936.

The importance of emergency funds to the recreation movement in 1936 is indicated by the fact that in these cities the reported expenditures from such funds exceeded the amount spent from regular funds in 774 cities by $8,400,000. More than twice as much emergency money was spent in 1936 as in 1935 in the cities reporting regular recreation service. Whereas in 1935 payments to leaders exceeded expenditures for land and permanent improvements, conditions were reversed in 1936. Nevertheless, the total amount which emergency leaders in 336 cities received in salaries and wages last year was 90% greater than leaders paid from regular funds received for their services in 567 cities.

Land, Buildings, Permanent Equipment	$13,500,612.92	(132)
Salaries and Wages for Leadership	10,988,291.69	(336)
Total Expenditures	32,341,777.87	(475)

Sources of Support

The sources from which regular funds were secured for financing community recreation programs and facilities are summarized in the following table. Receipts from fees and charges supplemented the sources in 234 cities:

Source of Support	*Number of Cities*
Municipal Funds	804
Private Funds	160
County Funds	146
Municipal and Private Funds	96
Miscellaneous Public and Private Funds	34

The following table indicates the amounts spent from three main sources of income. Of the total amount, the source of which was reported, 86 per cent came from public funds, as compared with only 82 per cent in 1935. A corresponding decrease in the amount from fees and charges suggests that revenues from income producing facilities were considerably less in 1936 than the previous year.

	Amount	*Per cent of Total*	*Number of Cities*
Municipal and County Funds	$19,518,950.06	86	627
Fees and Charges	2,315,135.19	10	234
Private Funds	806,684.21	4	208

Bond Issues

Nineteen cities reported bond issues for recreation passed in 1936 totaling $829,600. Expenditures from bond funds in 23 cities total $1,782,433.55.

City and State	Amount of Bond Issues Passed	Amount of Bond Issues Expended
Phoenix, Arizona	.....	$920,000.00
Chico, California	$ 22,100.00	22,100.00
San Francisco, California	.....	5,147.00
Seymour, Indiana	15,000.00	3,000.00
Washington, Indiana	.....	10,000.00
Des Moines, Iowa	.....	69,182.36
Duluth, Minnesota	.....	20,222.04
Kearney, Nebraska	35,000.00	2,000.00
Reno, Nevada	45,000.00	.....
Manchester, New Hampshire	25,000.00	25,000.00
Elizabeth, New Jersey	53,000.00	51,644.00
Linden, New Jersey	30,000.00	27,500.00
Albany, New York	1,000.00	1,000.00
Floral Park, New York	6,000.00	6,000.00
Durham, North Carolina	25,000.00	25,000.00
Cincinnati, Ohio	210,000.00	279,458.15
Miamisburg, Ohio	.....	25,000.00
Catasauqua, Pennsylvania	30,000.00	.....
Lancaster, Pennsylvania	50,000.00	.....
Cranston, Rhode Island	35,000.00	35,000.00
Newport, Rhode Island	18,000.00	18,000.00
Ogden, Utah	.....	12,680.00
Parkersburg, West Virginia	17,500.00	17,500.00
Racine, Wisconsin	35,000.00	35,000.00
Marinette County, Wisconsin	25,000.00	20,000.00
Westmount, Quebec, Canada	152,000.00	152,000.00

Training Institutes

The necessity of providing supplementary training to employed leaders has become increasingly evident during the last few years when so many emergency workers have been assigned for service with recreation agencies. No phase of recreation service recorded in the Year Book shows an expansion in 1936 comparable to that relating to training institutes. It is apparent that greater emphasis was laid upon the training of paid workers in 1936 than ever before. A total of 728 institutes were reported in 221 cities, with a total registration of 30,491 at 700 institutes. The average number of class hours was twice as large for the paid workers' courses as at the institutes for volunteer leaders.

The table which follows summarizes this institute data. The figures in parentheses indicate the number of cities reporting and the figures in brackets the number of institutes to which the accompanying figures relate.

	Number	Average Registration	Average Class Hours Per Institute
Institutes for paid workers only	374 (145)	45 [360]	25 [350]
Institutes for volunteer workers only	95 (45)	35 [93]	13 [89]
Institutes for paid and volunteer workers	259 (114)	45 [247]	26 [245]
Total number of institutes for paid and volunteer workers (221 cities)			728
Total registration at 700 institutes			30,491
Total class hours at 684 institutes			16,213

Special Recreation Activities

The following table shows the comparative extent to which various activities are included in recreation programs and also the number of individuals participating.

Each of the activities listed, except swimming, was reported by more cities in 1936 than in 1935. This indicates that cities are expanding the scope of their recreation programs, in some instances due to the availability of special workers supplied by emergency agencies. Puppets and marionettes, picnicking, NRA badge tests and arts and crafts are a few of the activities in which a marked gain was recorded.

Several activities were included in the Year Book list for the first time, namely, badminton, roque, shuffleboard, tap dancing and boating. The number of cities reporting some of these features indicates that they are winning an important place in the recreation program.

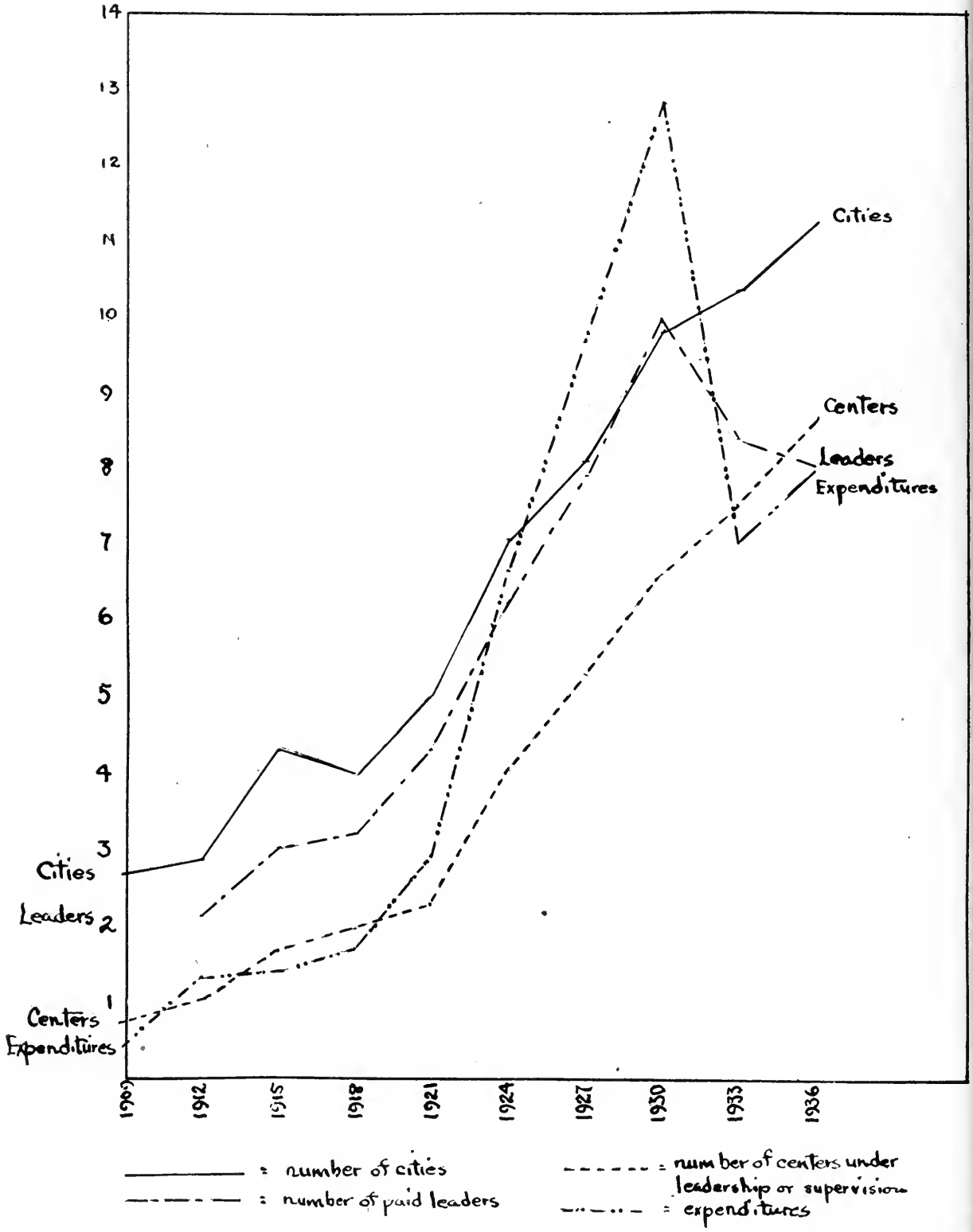
Since participation figures are rarely submitted by as many as one half of the cities reporting a given activity, the information relating to the number of individuals taking part in them is of only limited value. The three most popular activities in 1936, according to the figures submitted, are swimming, picnicking and ice skating, in the order named. Of the athletic games, softball leads, followed by tennis, baseball, basketball and horseshoes.

In the table which follows, the figures in parentheses indicate the number of cities reporting the participants.

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Arts and Crafts		
Art Activities for Children	394	112,947 (181)
Art Activities for Adults	216	42,366 (96)
Handcraft for Children	543	274,455 (262)
Handcraft for Adults	290	44,220 (140)
Athletic Activities		
Archery	161	24,135 (79)
Badge Tests (NRA)	132	29,483 (63)
Badminton	222	18,388 (97)
Baseball	670	227,299 (305)
Basketball	548	182,526 (283)
Bowling Indoor	94	19,850 (47)
Bowling-on-the-green	75	16,551 (22)
Handball	250	22,439 (94)
Horseshoes	628	179,588 (292)
Roque	69	7,618 (27)
Shuffleboard	206	50,049 (83)
Soccer	300	60,933 (129)
Softball	662	372,202 (307)
Tennis	636	256,995 (267)
Track and Field	436	136,764 (200)
Volley Ball	554	138,242 (259)
Dancing		
Folk Dancing	333	93,360 (152)
Social Dancing	298	285,873 (135)
Tap Dancing	307	117,680 (151)

Activities	*Cities Reporting*	*Number of Different Individuals Participating*
Drama		
Drama Tournaments	129	20,467 (59)
Festivals	168	71,312 (65)
Pageants	251	100,222 (105)
Plays	374	55,162 (183)
Puppets and Marionettes	201	9,812 (80)
Storytelling	446	162,365 (195)
Music		
Choral Groups	244	42,878 (128)
Community Singing	264	433,067 (118)
Instrumental Groups	281	68,868 (150)
Outing Activities		
Camping	166	32,684 (79)
Gardening	87	15,444 (37)
Hiking	364	70,005 (181)
Nature Activities	235	30,430 (101)
Picnicking	426	1,112,165 (184)
Water Sports		
Boating	87	109,138 (27)
Swimming	570	1,675,150 (222)
Swimming Badge Tests (NRA)	151	16,887 (68)
Winter Sports		
Hockey	167	58,942 (83)
Skating	341	553,770 (133)
Skiing	103	5,271 (32)
Tobogganing	116	52,164 (40)
Miscellaneous Activities		
Circuses	140	52,164 (66)
Community Wide Celebrations	301	462,160 (127)
Forums, Discussion Groups, etc.	126	23,007 (59)
Hobby Clubs or Groups	256	72,139 (129)
Motion Pictures	161	.....
Playground Newspaper	98	18,151 (41)
Safety Activities	281	109,532 (108)

Growth of Community Recreation Movement—1909-1936



NOTE: One unit on vertical scale equals: 100 cities
2,500 paid leaders
2,000 centers under leadership or supervision
$3,333,333.33

Tables of Playground and Community Recreation Statistics for 1936

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support†
				Paid Workers			Volunteer Workers				Salaries and Wages			Total	
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total		
	Alabama														
1	Birmingham	260,000	Park and Recreation Board	6	1	5	....	....	1,200.00	38,400.00	8,400.00	25,174.00	33,574.00	73,174.00	M
2	Wilson Dam[1]	.....	Tennessee Valley Authority	15	....	5	250	100	.....	.....	.....	.....	.....	.....	M
	Arizona														
3	Bisbee	8,500	City of Bisbee	1	1	....	5	....	.....	250.00	.....	525.00	525.00	[2]775.00	M
4	Phoenix	60,000	Parks, Playgrounds and Recreational Board	6	5	4	....	....	920,000.00	1,100.00	9,380.00	.....	9,380.00	930,480.00	M
5	Prescott[3]	9,000	Elks, Kiwanis and W. P. A.	2	1	....	20	19	10,265.00	350.00	900.00	2,400.00	3,300.00	13,915.00	M&P
6	Safford	3,000	American Legion Post No. 32	3	....	....	....	....	.....	.....	.....	.....	.....	500.00	P
7	Tucson	47,000	Playground Board	3	1	1	14	23	5,816.00	3,100.00	4,200.00	2,100.00	6,300.00	15,216.00	M
8	Winslow	6,500	City Council and School Board	1	....	....	....	....	.....	.....	200.00	.....	.....	[2]200.00	M
	Arkansas														
9	Eureka Springs	2,400	Womans' Club	....	1	....	....	....	.....	.....	50.00	50.00	100.00	100.00	P
10	Fayetteville	10,000	Harmon Playfield Association and School Board	1	2	....	....	....	.....	50.00	200.00	.....	200.00	250.00	P
11	Helena	15,000	Recreation Park Board	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
12	Little Rock	80,000	Recreation Commission and W. P. A.	1	....	....	....	....	.....	1,000.00	300.00	450.00	750.00	1,750.00	M
13	Pine Bluff	23,000	Park Commission	3	4	....	10	20	.....	.....	.....	.....	.....	1,200.00	M
14	Texarkana	35,000	Kiwanis Club	....	1	....	....	....	.....	.....	.....	.....	.....	1,800.00	P
	California														
15	Alameda	40,000	Parks and Playgrounds Department	2	7	9	....	1	1,951.87	5,348.32	10,290.00	27,078.57	37,368.57	44,668.76	M
16	Albany	16,000	Park Board	1	....	1	....	....	393.00	1,929.84	1,800.00	.....	1,800.00	4,122.84	M
17	Alhambra	35,000	Playground and Recreation Commission and Park Department	5	7	2	1	1	.....	.....	5,215.15	.....	5,215.15	15,819.14	M
18	Anaheim	12,000	City, Union High School Board and Elementary Board	3	....	....	....	....	.....	.....	700.00	.....	700.00	[5],050.00	M
19	Arcadia	8,000	Board of Trustees, School District	1	....	....	....	....	200.00	400.00	225.00	375.00	600.00	1,200.00	M
20	Bakersfield	35,000	Recreation Commission	5	....	....	....	....	1,200.00	400.00	2,200.00	.....	2,200.00	3,800.00	M
			School Board	8	4	....	....	....	.....	.....	2,307.70	.....	.....	2,560.00	M
21	Berkeley	95,000	City, Recreation Department and Health Department, Board of Education	28	10	4	5	1	2,260.82	10,474.45	37,218.68	9,816.61	47,035.29	59,770.56	M
22	Beverly Hills	30,000	Playground Department	7	1	1	....	....	.....	6,565.00	.....	.....	16,118.00	[2]22,883.00	M
23	Burbank	21,000	Board of Education	6	2	....	....	....	.....	1,598.04	1,650.00	.....	1,650.00	3,248.04	M
24	Burlingame	5,000	Recreation Commission	1	....	....	....	....	.....	150.00	400.00	.....	400.00	550.00	M
25	Chico	10,000	Bidwell Park and Playground Commission and Board of Recreation	12	6	1	6	4	1,700.00	13,380.00	2,360.00	6,660.00	9,020.00	24,100.00	M
26	Chino	3,400	School Board and Recreation Association	1	1	....	....	....	10.00	20.00	200.00	.....	200.00	230.00	M&P
27	Colton	10,000	Recreation Committee	....	....	....	....	....	.....	489.33	.....	299.10	299.10	788.43	M
28	Colusa	2,500	City of Colusa	....	....	....	....	....	.....	500.00	.....	.....	.....	500.00	M
29	Compton[7]	45,000	Board of Trustees, Compton Union Secondary District	11	....	1	....	....	.....	1,402.93	3,213.25	204.19	3,417.44	4,820.37	M
30	Corona	8,100	Recreation Commission	9	1	....	....	....	.....	3,071.57	.....	.....	4,200.00	7,271.57	M
31	Crockett	4,200	Crockett Club	4	1	4	2	....	.....	.....	.....	.....	.....	.....	P
32	Fresno	55,000	Recreation Department	12	16	2	....	....	8,002.60	6,117.56	15,657.00	10,704.00	26,361.00	40,481.16	M
33	Fullerton	12,000	Playground Commission	1	....	....	....	....	50.00	150.00	200.00	.....	200.00	400.00	M
34	Glendale	65,000	Parks and Recreation Department	5	....	....	10	15	50,800.00	789.00	4,735.50	375.00	5,110.50	56,699.50	M
35	Huntington Beach	4,000	City of Huntington Beach	....	....	....	....	....	.....	1,299.74	.....	1,500.00	1,500.00	2,799.74	M
36	Inglewood	25,000	Board of Education	1	....	....	....	....	.....	100.00	832.00	.....	832.00	932.00	M
37	Long Beach	169,000	Recreation Commission	24	24	27	....	....	.....	.....	.....	.....	.....	118,145.10	M
38	Los Angeles	1,348,375	Board of Education	86	120	....	....	....	.....	12,339.00	133,000.00	.....	133,000.00	145,339.00	M
			Board of Park Commissioners	1	....	[10]1	....	....	.....	33,344.05	.....	.....	52,620.43	85,964.48	M
			Department of Playground and Recreation	168	84	84	....	....	5,149.29	165,799.80	242,365.30	193,691.46	436,056.76	607,005.85	M
39	Los Angeles Co.[12]	380,440	County Department of Recreation, Camps and Playgrounds	58	3	11	....	....	11,845.60	60,392.68	.....	.....	132,740.33	204,978.61	C
40	Marysville	6,000	City of Marysville	....	....	....	....	....	.....	2,000.00	.....	.....	.....	2,000.00	M
41	Modesto	18,000	Park Department	4	3	1	....	....	5,355.00	3,687.00	2,895.00	7,010.00	9,905.00	18,947.00	M
42	Montebello	7,000	Natatorium Department	2	1	1	2	....	.....	1,700.00	1,950.00	3,225.00	5,175.00	6,875.00	M
43	National City[13]	18,000	South Bay Recreation Commission, Sweetwater Union High School District and W. P. A.	1	....	1	10	5	500.00	1,000.00	1,000.00	100.00	1,100.00	2,600.00	M
44	Oakland	284,063	Board of Playground Directors	123	88	31	135	130	19,013.63	97,596.60	113,367.63	74,381.21	187,748.84	304,359.07	M
45	Ontario	13,500	City, School Department and W. P. A.	1	5	....	....	....	200.00	300.00	400.00	100.00	500.00	1,000.00	M
46	Oroville	3,702	Park Board	....	....	....	....	....	1,295.00	.....	.....	500.00	500.00	1,795.00	M
47	Pacific Grove	6,000	City Manager and Recreation Commission	2	1	....	7	....	600.00	2,000.00	800.00	.....	800.00	3,400.00	M
48	Palo Alto	15,000	Community Center Commission	7	7	14	100	150	10,467.74	7,921.46	6,134.43	9,190.00	15,324.43	33,713.63	M
49	Pasadena	109,000	Department of Recreation, School District[15]	23	39	8	40	484	.....	2,284.00	23,856.00	.....	23,856.00	[2]26,140.00	M
50	Piedmont	10,000	City Council	1	5	4	....	....	2,511.42	579.90	4,842.04	240.00	5,082.04	8,173.36	M&P
51	Pittsburg	11,000	City Manager	....	....	....	....	....	4,250.00	.....	.....	.....	.....	6,297.00	M
52	Pomona	23,000	Recreation Commission	1	....	1	2	3	.....	4,000.00	1,500.00	.....	1,500.00	5,500.00	M
53	Red Bluff	3,517	City Council	....	1	....	....	....	.....	162.03	390.00	.....	390.00	552.03	M
54	Richmond	29,000	School Board	5	2	....	....	....	.....	.....	.....	.....	.....	.....	M
55	Riverside	35,000	Recreation Commission	1	1	1	....	....	800.00	4,000.00	3,990.00	.....	3,990.00	8,790.00	M
56	Sacramento	105,000	Recreation Department	30	19	15	....	....	166,120.90	40,495.88	40,000.00	67,961.39	107,961.39	314,578.17	M
57	San Buenaventura	18,389	Park Department	2	....	1	....	....	4,017.58	1,865.87	1,900.00	2,635.91	4,535.91	10,419.36	M
58	San Clemente	1,000	City of San Clemente	....	....	....	....	....	.....	.....	.....	.....	.....	8,525.90	M
59	San Diego	165,000	Playground and Recreation Department	24	13	13	35	20	3,229.93	11,291.90	33,103.58	17,299.73	50,403.31	64,925.14	M
60	San Francisco	725,141	Recreation Commission	131	101	114	1	19	219,487.00	127,190.09	154,016.31	184,954.62	338,970.93	685,648.02	M
			Board of Park Commissioners	3	....	3	....	....	.....	37,200.00	.....	.....	129,511.00	166,711.00	M
61	San Jose	65,000	City Council and Board of Education	....	....	....	....	....	457.45	5,468.10	.....	40.00	40.00	5,965.55	P
62	San Leandro	15,000	Recreation Department	....	3	....	....	....	1,000.00	500.00	.....	.....	3,728.00	5,228.00	M

he table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers										Emergency Service									No. of City
																		Paid Leadership				Expenditures					
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	
25	52	...	...	77	1,634,754	10	91,928	36	173,844	1	18	...	1	2	...	2	110	19	70	145	...	...	100,000.00	122,800.00	222,800.00	F. G. Swaim	1
8	4	...	...	12	.....	13	275,926	30	19,500	...	7	...	4	...	...	...	26	...	...	...	...	...	.....	.....	.....	W. F. Hayes	2
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	1	...	...	1	...	...	1	...	...	...	.....	150.00	[3]300.00	Ralph L. Motz	3
5	3	8	...	16	768,960	3	7,200	2	2,640	...	3	...	...	1	...	3	14	7	43	19	43	19	.....	9,000.00	9,000.00	Laura E. Herron	4
5	4	...	2	11	7,900	2	4,550	1	13,800	2	2	...	1	...	...	3	4	...	11	4	11	4	9,865.84	14,237.97	25,003.81	Sam Locken	5
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	1	1	...	...	...	...	.....	.....	.....	C. A. Firth	6
5	2	11	2	20	76,900	2	13,000	6	23,000	8	5	...	...	1	1	4	7	3	10	13	...	...	25,000.00	4,800.00	29,800.00	Harold A. Patten	7
...	1	...	...	1	[4]2,400	...	.....	1	142	1	1	1	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Glen N. Olmsted	8
...	1	...	...	1	.....	1	.....	...	.....	...	...	...	...	...	...	...	...	1	...	...	...	...	.....	.....	.....	Mrs. B. P. Andrews	9
...	1	...	...	1	[4]6,000	...	.....	...	.....	1	...	...	...	...	...	...	2	...	...	...	...	...	100.00	87.88	[2]187.88	Mrs. Charles M. Reinoehl	10
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	1	...	1	1	1	...	...	.....	.....	.....	J. I. McRee, Jr.	11
17	6	...	...	23	.....	2	7,000	...	.....	...	3	...	...	1	1	6	...	...	27	27	27	27	.....	26,482.00	26,482.00	J. W. Matthews	12
...	...	...	4	4	.....	2	.....	...	.....	...	2	...	...	1	1	5	1	...	3	10	3	10	.....	.....	4,000.00	R. J. Rhinehart	13
4	...	...	...	4	.....	...	.....	2	9,360	4	4	...	...	...	...	...	4	1	4	8	4	8	.....	10,860.00	10,860.00	Katholeen Gray	14
4	...	...	...	4	681,767	5	.....	...	.....	4	3	1	...	1	...	...	10	...	8	9	...	...	.....	.....	15,377.72	Ruth M. Patterson	15
5	...	...	...	5	333,000	1	12,000	2	1,760	2	2	...	...	...	...	...	8	1	27	18	...	...	.....	28,800.00	36,158.00	Thomas L. Farnsworth	16
1	...	4	8	13	325,768	2	51,464	1	3,500	1	...	...	...	...	...	2	5	1	24	11	24	11	.....	19,980.00	19,980.00	James J. Tunney	17
...	6	...	...	6	186,591	...	.....	4	10,994	2	3	...	...	...	...	1	13	1	13	11	...	...	.....	.....	5,250.00	Richard Glover	18
...	2	...	...	2	22,500	...	.....	...	.....	2	...	...	...	...	...	...	1	...	7	3	...	...	.....	.....	.....	E. E. Westerhouse	19
...	3	...	...	3	[4]20,914	...	.....	...	.....	...	...	...	...	...	...	...	10	...	...	6	...	...	.....	1,000.00	1,000.00	John L. Compton	20
...	4	...	...	4	44,282	...	.....	4	389	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Alfred Ames	a
22	...	3	1	26	1,762,204	5	.....	...	.....	4	5	...	...	...	...	...	24	1	53	49	53	49	6,175.00	52,535.00	80,035.00	Charles W. Davis	21
...	...	...	...	...	.....	...	.....	...	.....	2	...	...	...	...	...	1	17	1	...	...	...	...	.....	.....	.....	H. D. McCary	22
7	4	...	...	11	.....	...	.....	7	213,275	2	2	...	...	...	...	1	8	2	20	20	...	...	.....	37,910.93	38,228.22	John E. Dulin	23
...	2	...	4	6	31,772	...	.....	5	14,109	1	4	...	...	...	...	...	7	...	5	6	...	...	.....	4,396.00	6,447.00	C. E. Righter	24
4	4	8	...	16	305,000	1	20,000	12	190,000	2	3	...	1	...	...	2	4	...	16	15	7	6	20,000.00	14,000.00	34,000.00	Ralph E. Hensley	25
...	1	...	...	1	6,750	...	.....	2	.....	1	1	...	...	...	...	...	4	...	1	6	1	...	.....	.....	315.00	Levi H. Dickey	26
2	3	...	...	5	805,919	1	642	3	26,028	...	1	...	1	...	...	1	4	...	19	7	1	...	.....	8,371.78	13,906.55	F. H. Jones	27
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	[6]1	1	...	...	...	...	...	.....	.....	.....	B. L. McCue	28
5	...	1	...	6	[5]74,719	...	.....	4	1,523	6	1	...	...	...	...	1	6	...	28	11	26	10	.....	28,875.28	29,703.00	Kenneth W. Mason	29
2	3	1	...	6	.....	1	.....	1	1,800	...	2	...	...	...	...	1	7	2	8	4	3	1	.....	4,616.00	4,616.00	Wyburn U. C. Hill	30
1	...	...	...	1	51,286	1	.....	1	.....	1	1	...	...	...	...	1	2	1	...	...	...	...	.....	.....	.....	Frank J. Kelley	31
10	3	10	...	23	827,339	5	20,280	5	45,805	10	9	...	...	...	...	1	30	6	28	15	28	15	.....	.....	.....	Raymond L. Quigley	32
...	5	...	...	5	.....	...	.....	9	.....	1	3	...	...	...	1	...	16	1	5	5	...	...	.....	.....	3,000.00	Arthur L. Johnson	33
4	2	...	...	6	214,395	3	10,000	...	.....	...	...	...	...	...	...	...	8	1	22	10	8	2	431,000.00	21,138.00	452,138.00	William A. Burr	34
...	2	...	...	2	18,765	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	C. R. Furr	35
6	...	...	...	6	[4]23,346	...	.....	6	.....	...	1	...	...	...	...	...	...	...	9	10	9	10	.....	.....	16,100.00	Lionel De Silva	36
12	...	...	37	49	5,416,421	13	[9]346,664	5	55,006	4	5	14	1	1	...	1	34	...	147	62	...	...	168,000.00	168,000.00	336,000.00	Walter L. Scott	37
115	...	75	...	190	5,022,979	...	.....	14	98,723	42	28	...	...	...	5	1	61	...	231	177	...	...	.....	346,800.00	346,800.00	Martin H. Trieb	38
...	...	...	...	...	.....	...	.....	...	.....	...	2	...	[11]1	2	...	...	34	...	...	...	...	...	.....	.....	.....	J. J. Hassett	a
46	...	...	...	46	11,913,011	67	.....	...	.....	16	25	3	...	...	1	19	87	19	250	159	250	159	67,650.00	468,567.00	536,217.00	George Hjelte	b
122	4	23	...	149	31,997,990	37	.....	51	.....	1	...	10	...	...	...	1	10	1	448	181	448	181	.....	609,667.67	609,667.67	Gladys Meredith and Florence Lewis Scott	39
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	1	...	...	1	2	1	...	...	...	...	.....	.....	.....	Chester O. Gates	40
1	4	...	...	5	[4]23,400	...	.....	...	.....	...	2	2	1	...	...	...	4	4	...	...	...	...	.....	.....	.....	M. H. Crews	41
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	1	...	...	...	...	.....	.....	.....	Vancil E. Row	42
10	15	10	...	35	255,000	4	73,000	9	125,000	...	3	...	...	...	...	1	2	...	16	12	10	10	.....	22,500.00	23,500.00	P. Errett Killion	43
63	...	8	...	71	[12]2,718,094	8	259,693	11	.....	8	12	...	...	1	...	1	61	1	55	37	40	25	.....	51,829.45	273,447.86	R. W. Robertson	44
...	...	...	6	6	106,197	...	.....	8	54,425	1	1	...	...	...	...	...	14	1	10	7	10	7	50.00	4,975.00	5,075 00	Carl Rausin	45
...	...	...	...	...	.....	...	.....	...	.....	...	...	2	...	...	...	...	4	...	...	...	...	...	6,637.00	.....	6,637.00	R. A. Williams	46
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....		
5	2	...	...	7	75,000	2	2,000	3	3,000	1	...	1	1	...	...	1	6	...	11	4	11	4	.....	12,000.00	12,350.00	C W. Fasterbrook	47
9	...	...	...	9	192,951	2	.....	1	1,568	3	2	...	...	...	...	...	13	...	29	13	2	2	60,000.00	34,050.27	98,820.98	Marvin R. Kahn	48
14	...	11	...	25	874,330	...	.....	1	20,689	10	12	...	...	...	2	58	...	...	114	97	114	97	.....	159,416.53	159,416.53	Cecil F. Martin	49
3	...	...	...	3	75,821	1	6,802	1	.....	...	1	...	...	...	...	...	...	...	1	4	1	2	.....	5,566.00	5,976.00	Mrs. Telura Swim	50
...	1	...	...	1	8,000	...	.....	...	.....	...	1	...	...	...	...	...	3	...	1	1	...	...	600.00	.....	[2]600.00	H. L. Denham	51
8	...	...	...	8	181,000	3	.....	...	.....	1	...	...	...	...	...	1	4	1	15	9	...	...	.....	30,000.00	30,000.00	Earl E. Workman	52
...	...	...	1	1	6,368	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Enville C. Spaulding	53
13	...	...	...	13	328,922	1	.....	4	23,000	1	3	...	...	...	1	...	5	...	24	1	24	1	.....	16,704.00	20,064.00	I. W. Hill	54
13	3	1	...	17	276,878	3	24,600	3	7,098	1	1	...	...	1	...	2	...	...	39	13	39	13	2,000.00	40,000.00	43,000.00	H. E. Wilson	55
12	...	...	1	13	.....	8	.....	5	.....	13	11	...	1	1	...	2	19	4	55	45	55	45	20,000.00	40,000.00	105,000.00	J. B. Maloney	56
...	1	...	...	1	.....	1	15,000	...	.....	...	1	1	1	...	...	...	...	...	5	...	...	...	.....	.....	.....	D. C. McMillan	57
...	...	...	...	...	.....	1	.....	...	.....	...	...	1	1	...	[6]1	...	2	...	...	...	...	...	.....	.....	.....	William Holmes	58
16	2	...	...	18	1,288,151	5	.....	6	.....	...	6	6	...	...	...	1	29	2	43	17	...	...	.....	48,000.00	48,000.00	W. A. Kearns	59
59	...	...	...	59	[16]5,223,986	26	.....	8	145,595	3	13	2	...	...	...	2	63	...	203	79	...	...	.....	.....	[3]327,227.00	Josephine D. Randall	60
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	3	...	1	71	1	...	...	...	...	5,147.00	.....	5,147.00	B. P. Lamb	a
18	2	6	...	26	590,357	1	4,233	12	535,053	...	6	...	...	...	2	...	16	2	110	42	110	42	.....	119,476.13	133,074.84	Cecil M. George	61
6	2	...	...	8	310,000	...	.....	3	26,000	2	3	...	...	...	...	2	6	...	12	9	12	9	.....	16,707.99	17,004.94	John E. Gallagher	62

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†
				Paid Workers			Volunteer Workers							
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total	
											For Leadership	Other Services		
	Calif.—Cont.													
1	San Mateo	18,000	Union High School District[17]	4						746.00	519.00	807.30	1,326.30	2,072.30	M
			City of San Mateo	1		1			263.23	6,891.90			10,483.21	17,638.34	M
2	Santa Barbara	41,000	Recreation Commission	5	3	[18]3			713.00	1,512.00	8,227.00	900.00	9,127.00	11,352.00	M
3	Santa Barbara Co.[19]	65,000	County Board of Forestry	5					3,735.05	3,744.94			10,597.00	18,076.99	C
4	Santa Monica	54,000	School Board	20	10					714.90	6,872.46	126.00	6,998.46	7,713.36	M
			Department of Public Works												M
			Recreation and Playground Department	2										6,300.00	M
5	Santa Paula	7,500	Recreation Commission	1	1					300.00	200.00		200.00	500.00	M&P
6	Stockton	55,000	Recreation Department	14	9	4	2	3	4,185.00	11,449.00	7,845.00	10,949.00	18,794.00	34,428.00	M
7	Taft[20]	10,000	Co-ordinating Council, Union High School and City Schools	4	3		10	6		805.00			2,840.00	3,645.00	M&P
8	Torrance	8,500	Recreation Department	1		1			2,317.10	1,526.67	1,425.00		1,425.00	5,268.77	M
9	Ventura County[21]	70,000	County Board of Education and Board of Supervisors	2		2			1,600.00	4,150.00	3,900.00		3,900.00	9,650.00	C
10	Whittier	16,000	Recreation Commission	3	3						1,200.00			1,650.00	M
11	Wilmar	15,000	Garvey School District[22]	5						250.00			550.00	800.00	M
	Colorado														
12	Alamosa	6,000	School Board		1										M
13	Colorado Springs	33,000	Golf Club Commission	1		1			977.38	4,045.39	1,620.00	14,142.40	15,762.40	20,785.17	M
			Park Commission	4	10					618.31	2,817.37	98.77	2,916.14	3,534.45	M
			Board of Education	31	21						9,580.00			10,274.93	M
14	Denver	300,000	Park Department and Department of Public Grounds and Buildings	15		5			15,000.00	30,000.00	12,000.00	30,000.00	42,000.00	87,000.00	M
15	Fort Collins	11,800	Department of Public Works	2	1					801.50	568.50	4,475.00	5,043.50	5,845.00	M
16	Fort Morgan	5,000	City and School District	2					8,000.00	85.00			627.00	8,712.00	M
17	Grand Junction	14,000	School District No. 1	1	1		4	4							M
18	Holyoke	1,200	City of Holyoke	1										55.90	M
19	Lamar	4,500	City of Lamar	1											M
20	Longmont	6,500	Park Board	4		1			3,000.00	3,000.00	1,830.00	3,670.00	5,500.00	11,500.00	M
21	Montrose	3,600	Park Commission		1				1,460.50	140.00	90.00	792.00	882.00	2,482.50	M
22	Pueblo	60,000	Recreation Commission, Inc	1					4,047.72	3,488.00	400.00	350.00	750.00	8,285.72	M
	Connecticut														
23	Berlin	5,300	School Department	1										1,000.00	M
24	Bridgeport	148,522	Board of Recreation	81	3	4								[23]31,250.00	M
25	Bristol	30,000	Recreation Commission	2	5					106.00	894.00		894.00	1,000.00	M
26	Darien	7,000	Park Commission	1	1				400.00	300.00			2,500.00	3,200.00	M
27	Glastonbury	5,783	School Board and W. P. A.				2		100.00	500.00		500.00	500.00	1,100.00	M&P
28	Greenwich	38,000	Recreation Board	52	18	3	5	5		4,995.00	10,492.00	3,500.00	13,992.00	18,987.00	M
29	Hamden	21,500	Recreation Commission	10	9					250.00	1,550.00	250.00	1,800.00	2,050.00	M
30	Hartford	165,000	Recreation Division, Park Department	2	6	8				1,500.00	26,715.91		26,715.91	[23]28,215.91	M
31	Meriden	40,000	Recreation Commission	8	5									14,683.32	M
32	Middletown	23,000	Park Board	11	4				4,500.00	1,000.00	2,400.00	1,600.00	4,000.00	9,500.00	M&P
33	Milford	15,000	School Board and Recreation Commission				3		5,000.00	100.00				5,100.00	M
34	Naugatuck	14,315	Board of Education and Community House	2		1								54,509.82	M&P
35	New Britain	70,000	Board of Park Commissioners[25]	10	5					500.00	4,933.52	35,385.65	40,319.17	[24]40,819.17	M
36	New Haven	162,000	Park Commission	70	1	6	75	25		529.00			37,544.07	38,073.00	M
			Board of Education	68	49					688.35	7,808.34	2,582.50	10,390.84	11,079.19	M
37	New London	30,000	School Board	3	2									2,000.00	M
			American Red Cross	12			10							2,100.00	M&P
38	Norwich	23,000	Recreation Commission	10	15				500.00	2,200.00	2,800.00		2,800.00	5,500.00	M
39	Salisbury	2,700	Recreation Committee	1		1	4	2		100.00	2,300.00		2,300.00	2,400.00	P
40	Seymour	7,000	Playground Association, Inc	1	1				150.00	200.00	600.00		600.00	950.00	M&P
41	Shelton	10,130	Recreation Commission		3		11	6		100.00	400.00	100.00	500.00	600.00	M
42	Southington	10,000	Recreation Park, Inc. and Y. M. C. A.	1										2,000.00	M&P
43	Stamford	65,000	Board of Public Recreation	27	17	4	6	1		3,526.03	11,188.80		11,188.80	14,714.83	M
			Italian Center, Inc	1	1	2	6	5	2,946.86	1,536.48	4,065.96	492.48	4,558.44	9,041.78	P
44	Stratford	22,000	Sterling Park Trustees		2	1			500.00	2,080.00	1,900.00	1,520.00	3,420.00	6,000.00	P
			City and W. P. A.	1											M
45	Torrington	28,000	Recreation Commission	2	3	2	2	40		1,165.00	2,000.00		2,000.00	3,165.00	M
46	Waterbury	103,000	Board of Park Commissioners	21	26	4			9,700.00	1,100.00	11,422.00	5,000.00	16,422.00	27,222.00	M
47	Westport	6,000	Park and Athletic Field Committee	2					475.00	835.00	366.64	865.00	1,231.64	2,541.64	M&P
48	Woodbridge	2,011	Amity House Association and N. Y. A.		2		1	1	400.00	150.00	50.00	50.00	100.00	650.00	M&P
	Delaware														
49	Wilmington	106,597	Board of Park Commissioners	18	15						6,205.34			21,837.37	M
	Dist. of Col.														
50	Washington	613,000	Community Center Department, Public Schools	95	99	14	53	50		13,557.46			87,026.98	100,584.44	M&P
			National Capital Parks, Department of the Interior							6,058.29		59,544.57	59,544.57	65,602.86	M
			Department of Playgrounds	113	141	51				22,436.00	147,223.00	20,483.00	167,706.00	[26]190,142.00	M
	Florida														
51	Clearwater	8,000	Recreation and Parks Department	1	1	1			8,500.00	4,500.00	2,500.00	7,500.00	10,000.00	23,000.00	M
52	Coral Gables	7,500	City Manager	3	1	4			562.47	11,053.62	5,656.00	11,238.62	16,894.62	28,510.71	M
53	Daytona Beach	20,099	Recreation Department	3	7	6								20,000.00	M
54	Jacksonville	146,300	Playground and Recreation Board	40	6	19	18	10	11,788.01	13,294.10	30,087.60	25,260.00	55,347.60	80,429.71	M
55	Lakeland	24,640	Recreation Department	4	1	5			22,968.22	1,324.21	4,742.50	9,202.86	13,945.36	38,237.79	M
56	Miami	110,637	Department of Public Service	1		1				8,388.37	2,160.00	11,509.92	13,669.92	22,058.29	M
			Recreation Department	20	7	15			3,000.00	10,300.00	13,800.00	9,840.00	23,640.00	36,940.00	M
57	Orlando	35,000	Recreation Department	1	1	1	30				2,400.00		2,400.00	6,500.00	M&P

table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers										Emergency Service									No. of City
																		Paid Leadership				Expenditures					
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	
	6			8							2			1			5		10	2						Homer Martin	1
2	4	7	1	17	199,672	3	95,798	3	28,978	11	4	2					14	2	10	4				877.50	7,877 50	E. P. Wilsey	a
5																										C. C. Christiansen	2
												4					1									Frank E. Dunne	3
7		3		10	338,693					1	3						12		23	12	11	12		11,476.77	[2]11,476.77	Mrs. Bess Shirley King	4
														1												George W. Basil	a
9				9	1,750,816											1	6		44	25	44	25	150,216.00		150,216.00	Frank P. Holborow	b
	1			1	6,418																					Fred McGinnis	5
1	6		2	9	473,960	1	35,844			2	6	1	1			1	11	5	8	24	8	24		42,000.00	42,000.00	B. E. Swenson	6
4	1	2		7	12,973			16		3	1						6	2	9	3	1	1	3,814.00	4,480.00	4,480.00	Gordon N. Arlett	7
4				4	120,000	3	7,500	1		1	1								15	10	10	4	15,546.75	15,546.75	15,546.75	Dale Riley	8
13	4			17	267,652	1	145,000	12	8,000		1	1					2		37	5	37	5		31,060.00	31,200.00	Leslie Helhena	9
	2			2	30,000			4									9		5	2						Wallace Newman	10
3				3						2	2															M. L. Rosenberry	11
	1			1	500													1								Fred W. Storrs	12
														1												Owen McHugh	13
	5			[23]5						1	1	1				1	12	1								Humphry Saunders	a
	47			47	588,768	8				4	16					3	30	12	40	30			250,000.00	14,543.00	264,543.00	Willard N. Greim	14
						1					22	2	2	3	1	4	65	5								Walter H. Asmus	a
	2			2							1	1					6									Burgis G. Coy	15
	1			1						1	1					1	4						3,236.66		3,266.66	Ellis B. Shepherd	16
8				8	85,000			9	7,000	1	5		1			1	6	2	4	4	4	4				L. E. Hunn	17
																1										Guy L. Bereman	18
	2			2						1	1					1	2	1	2	1						E. W. Swirscoe	19
1	2			3		3	1,800				1		1		1	2		1		1					100.00	C. A. Flanders	20
	1			1	3,000							[24]1					2	1								Robert Finlayson	21
	9		6	15	200,000	7	105,000	6	10,000		1			1			9	2	60	20	60	20	175,000.00	64,000.00	241,725.00	Fred W. Huling	22
	4			4	[4]8,400			3		3	1						2		3	1	3	1				Calvin E. Wilcox	23
	13			13	[4]145,19[illegible]	1	4,304	6	1,120	1	21	4	1	1		1	20		55	46					13,000.00	Robert A. Leckie	24
	5			5	[4]24,33[illegible]					2	7	1														A. C. Hitchcock	25
												1														Walter A. Bates	26
	3			3	12,753	1	11,830	7	4,132		1		1				2		5	2	5	2		6,916.35	8,488.83	Emerson C. Reed	27
	14			14	378,44[illegible]	4	40,791	23	62,018		15						13		18	3	18	3		4,718.40	17,031.40	James S. Stevens	28
	9			9	[4]49,962																					Mrs. James J. Bulger	29
2	8	8	5	23	[4]922,22[illegible]	7		20	2,968,551	7	32	1		2		3	36	1	89	39	89	39		100,620.83	102,005.83	James H. Dillon	30
	4			4	31,000					3	2	2		1					8	2						Oscar L. Dossin	31
	9			9	23,300	2	20,000	2	1,200	1	4	1					4									Patrick M. Kidney	32
	4			4	5,000			4		2							2		3	3				990.00	1,015.00	C. W. Maddocks	33
	2			2	16,000	1	55,000			2	6		2		1	1	5		8	2				1,550.00	1,550.00	H. E. Chittenden	34
	5			5	25,000					1	6			1		2	12	2	45	15	30			100,000.00	102,500.00	George L. Chesley	35
12			5	17	503,698					4	22	3		1		2	21		20	1	20	1		15,000.00	15,000.00	Harold V. Doheny	36
	19	22	10	51	209,555			9	94,923										31	5	31	5		19,720.19	21,220.19	H. J. Schnelle	a
	4			4	[4]24,500					2	3						5		6	10						Robert C. Rice	37
												3														George E. MacDougal	a
	10			10	78,000					1	6						4		4	1						Matthew J. Sheridan	38
	2			2	1,900			3	2,400	3																Wilbert R. Hemmerly	39
	2		1	3	35,000			1	4,000	1	1					1		1	6	1			500.00	500.00	F. B. Towle	40
	3			3	10,000			1	9,000	1	1						2		5		3		2,400.00	2,400.00	George W. Anger	41
										1	1	1														B. T. Noble	42
2	7	4		13	157,560	1	11,562	10	42,296	2	5						8	5	6	4						Edward J. Hunt	43
						1	29,000	1	15,000	1									9	3	9	3		5,069.60	6,641.60	Frank LiVolsi	a
1				1		1		1									3		1							Sterling H. Bunnell	44
	5			5	[4]16,021					1	3	2					2	1	7	8						Thomas Andrews	a
	3			3	48,000	1	8,000	8	8,000	2	2	1							2	3			500.00	6,100.00	Rose K. Eagan	45
	12			12	[4]154,784	4	40,000	2	12,000		5	1	1			2	17	2	10	15			4,000.00	4,000.00	James J. Curtin	46
	1			1	29,890					1	1						6									Thomas H. Leonard	47
	1	2	1	4	20,000	1	8,000	3	14,000	1						1			5	1			3,500.00	3,525.00	George J. Rapnano	48
1	9		10	20	[4]410,135	1	97,473	6	109,133	1	13					5	30		18	9			26,000.00	6,325.11	38,710.74	Edward R. Mack	49
	6			6				73	1,017,572	3	3			1		8		79	50	66	46		46,761.00	46,761.00	E. K. Peeples	50
										1	31		10			4	87	3					66,100.00		239,741.81	A. Clyde-Burton	a
34	50		7	91	5,194,247					1	4					4	35	12					127,558.00	25,226.00	178,817.00	Sibyl Baker	b
2				2		3	84,160			4	1			1			8		10	6		1	20,000.00		[2]20,075.00	R. B. Van Fleet	51
1				1	36,500							1				1	6									E. M. Williams	52
1	1			2	12,472	4	40,981			2	2	1					4									Ray Clancy	53
13				13	437,602	2	36,599	6	10,560	2	8					2	19		14	55	14	55		15,078.96	17,701.32	Joseph E. Byrnes	54
7	1	8		16	181,986	3	26,485	1	27,300		1			1			10		9	24		1	40,162.99	2,425.25	44,074.74	W. W. Alderman	55
														1												William Sydow	56
8	3	2		13	287,000	6				2	4						35		10	29	10	29	7,800.00		7,800.00	Earnest E. Seiler	a
3	4	8		15	[4]47,000	7	100,250	2	3,600		2	1					11		12	13					7,500.00	C. L. Varner	57

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support †
				Paid Workers			Volunteer Workers				Salaries and Wages				
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total	
	Florida—Cont.														
1	Palatka	7,000	City of Palatka												M
2	St. Augustine	14,000	Recreation Department	1										[25]5,500.00	M
3	St. Petersburg	48,000	Recreation Bureau, Department of Public Welfare	3	2	3			11,000.00	21,684.30	5,571.50	9,343.62	14,915.12	47,599.42	M
			Bureau of Pier and Spa							19,740.00			12,208.00	31,948.00	M
4	Tallahassee	12,622	Recreation Board[27]	2			2	3						5,143.85	M
5	Tampa	101,161	Board of Public Recreation	9	3	7	25	50	725.00	6,132.00	13,000.00	5,230.00	18,230.00	25,087.00	M
6	West Palm Beach	27,248	Recreation Commission, Department of Parks and Public Improvements and Golf Commission	5	10	5	6	4	12,000.00	25,340.00			18,000.00	55,340.00	M
	Georgia														
7	Athens	18,192	American Legion, Y. M. C. A. and W. P. A.	3					25,000.00		540.00		540.00	25,540.00	Md
8	Atlanta	270,366	Park Department						7,059.94	5,718.21			55,230.03	68,008.18	M
9	Columbus	43,331	Department of Recreation	3	5	2		11	696.32	1,573.28	2,730.01		2,730.01	4,999.61	M
			City and Lions Club												Md
10	Macon	72,000	Playground Department	1	12	13			800.00	1,700.00	7,700.00	1,140.00	8,840.00	11,340.00	M
11	Moultrie	15,000	Park Board				1		1,500.00	100.00		400.00	400.00	2,000.00	M
12	Savannah	85,000	Recreation Commission	2	8	2	14	12		874.46	5,853.63	780.00	6,633.63	7,508.09	M
	Idaho														
13	Blackfoot	3,500	School Board and W. P. A.	1			1			900.00	240.00	50.00	290.00	[21]1,190.00	M
14	Burley	4,200	Independent School District No. 1 and Community Recreation Council	1	1					300.00	1,675.00		1,675.00	1,975.00	M
15	Driggs	1,200	City and W. P. A.				1							300.000	Md
16	Idaho Falls	12,000	City and School Board	2			4	2	800.00	937.50	600.00	175.00	775.00	2,512.50	Md
17	Lewiston	9,403	City and School Board	2						100.00	300.00		300.00	400.00	M
18	Sugar	850	School Board and City	1				2		75.00	150.00		150.00	225.00	M
	Illinois														
19	Alton	37,618	Playground and Recreation Commission	10	10	2				5,280.32	4,573.56	6,350.47	10,924.03	16,204.35	M
20	Aurora	50,000	Playground Commission	2	8	3			7,206.59	2,786.20	4,203.05	3,700.97	7,904.02	[28]17,896.81	M
21	Berwyn	53,000	Playground and Recreation Commission	3	2	2				4,458.26	2,017.50	2,670.00	4,687.50	9,145.76	M
22	Bloomington	30,950	Recreation Board and W. P. A.											1,500.00	M
23	Blue Island	16,720	Playground and Recreation Commission	1					250.00	1,597.75	830.00	1.00	831.00	2,678.75	M
24	Canton	11,700	Park District	4	1									[3]3,566.69	M
25	Centralia	15,000	Recreation Department	7	6	1	10	12	180.00	1,026.14	2,280.00		2,280.00	3,486.14	M
26	Champaign-Urbana	35,000	W. P. A., Recreation Commission and Park Board							747.00		1,597.75	1,597.75	[30] 2,344.75	P
			Park District	544	200	346								1,373,401.13	M
27	Chicago	3,600,000	Bureau of Parks, Recreation and Aviation	34	18	52				24,800.00	114,925.59	81,190.12	196,115.71	220,915.71	M
			Bureau of Recreation, Board of Education	61	60	121			27,359.00	63,840.00	268,181.49	142,350.51	410,532.00	501,731.00	M
			Recreation Commission[31]	2	3	4								15,000.00	M
28	Chicago Heights	22,300	Community Center				4	33						1,000.00	P
			Park District	1											M
29	Cicero	66,660	Clyde Park District Commission	3	1	4			10,169.73	28,251.22			36,441.98	74,862.93	M
30	Clinton	5,690	Park Board	2	1				204.71	85.52	227.50	800.00	1,027.50	1,317.73	M
31	Danville	37,000	Recreation Commission	1	1		10	14			480.00		480.00	2,106.84	Md
32	Decatur	57,500	Community Recreation Association[32]	11	10	3	5	8	1,134.00	3,083.00	3,000.00		3,000.00	7,217.00	P
33	Dixon	10,000	Park Board												M
34	Elgin	37,000	Commissioner of Parks												M
35	Evanston	65,000	Recreation Committee, City Council	39	14	5	13	12	4,000.00	2,826.40	14,528.21	3,745.98	18,274.19	25,100.59	M
36	Freeport	23,000	Park Board	1					1,255.00	155.00	300.00	1,250.00	1,550.00	2,960.00	M
37	Glencoe	6,500	Municipal Playground Committee	1						4,855.00	2,040.00	7,361.81	9,401.81	14,256.81	M
38	Highland Park	14,500	Park District	3	3		7	6		5,125.50			12,272.77	17,398.27	M
			Community Service, Inc.	5			12	12						3,400.00	P
39	Kewanee	17,000	Park District	3	3									9,000.00	M
			W. P. A. and Y. M. C. A.		1						240.00		240.00	240.00	M
40	La Grange	10,100	Civic Club	2	4		3	2		75.00	425.00		425.00	500.00	P
41	Lake Forest	7,000	Park Board	2	2					12,000.00	2,500.00	10,000.00	12,500.00	24,500.00	M
42	Maywood	28,000	Playground and Recreation Board	17	4	1				3,000.00	3,800.00	3,189.00	6,989.00	9,989.00	M
43	Naperville	5,118	City Council and Y. M. C. A.	6	3									10,160.21	M
44	North Chicago	9,600	Park Board	2	1					600.00	900.00	1,500.00	2,400.00	[3]3,000.00	M
45	Oak Park	70,000	Playground Board	6	11	6				9,866.14	8,161.22	13,058.10	21,219.32	31,085.46	M
46	Peoria	130,000	Pleasure Driveway and Park District	8	4	12	2	1		30,000.00	10,000.00	28,000.00	38,000.00	68,000.00	M
47	River Forest	10,000	Playground and Recreation Board	1	1	1			223.44	1,572.49	1,525.00	1,570.00	3,095.00	4,890.93	M
48	Rockford	85,864	Board of Commissioners, Park District	7	8					1,238.50	225.00	7,558.31	7,783.31	9,021.81	M
			Booker Washington Community Center[33]		1	1	3	8		848.00			1,300.00	2,148.00	P
49	Rock Island	38,500	Playground and Recreation Commission	18	4	1	2		368.05	1,448.19	3,261.58	774.99	4,036.57	5,852.81	M
50	St. Charles	6,000	Henry Rockwell Baker Memorial Community Center Board	2	1		1	6		3,240.25	1,500.00	2,795.00	4,295.00	7,535.25	P
51	Springfield	81,000	Playground and Recreation Commission	18	31	6			500.00	12,662.00	16,141.80		16,141.80	[29]29,303.80	M
52	Sycamore	4,500	Park Board						2,638.00	1,563.53		6,853.31	6,853.31	11,054.84	M
			Community Center Association	1	1										P
53	Urbana	15,000	Park District	1										4,597.51	M
54	Waukegan	40,000	Park District	2		1				2,347.02			7,294.55	[29]9,641.57	M
			City and W. P. A.	6					2,000.00	2,500.00	1,876.50	1,500.00	3,376.50	7,876.50	M
55	Wheaton	7,500	Park District	4	3					2,000.00	2,200.00		2,200.00	4,200.00	M
56	Wilmette	17,000	Playground and Recreation Board	3	2	2				1,010.00	6,410.00		6,410.00	7,420.00	M
57	Winnebago Co.	86,000	Forest Preserve District							12,000.00		15,252.00	15,252.00	27,252.00	C
58	Winnetka	12,865	Park District	7	1				8,305.06	5,050.02	3,969.62	12,266.46	16,236.08	29,591.16	M
59	Wood River	8,100	Park Board	4										6,756.32	M

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers										Emergency Service									
																	Paid Leadership				Expenditures					
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
...	...	2	2	...	2	...	3	...	...	2	...	...	1	...	[6]1	2	1	...	...	...	...	...	...	...	R. M. Ingram, Jr.	1
...	...	...	...	...	...	...	...	...	...	3	3	1	...	1	...	2	1	...	1	...	...	...	...	...	L. Drazba	2
1	20	...	22	110,870	13	438,623	5	303,030	...	2	1	...	...	...	...	16	...	25	20	2	2	30,604.00	31,798.00	63,202.00	P. V. Gahan	3
...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	G. L. Roberts	a
4	2	...	6	27,039	...	...	1	8,269	1	1	...	1	...	...	1	2	...	5	4	3	1	...	3,306.50	3,306.50	Ralph E. Carter	4
5	...	...	35	616,558	4	91,629	20	8,000	1	5	...	1	...	...	...	15	...	25	29	25	29	...	13,200.00	13,200.00	Nash Higgins	5
6	...	...	6	1,014,566	6	...	...	...	2	3	...	...	1	...	...	16	...	...	3	...	3	...	...	...	Arthur C. Black	6
3	...	...	3	[4]65,000	1	...	...	...	...	...	...	...	...	...	1	...	...	15	14	...	...	40,000.00	1,751.88	41,751.00	Mrs. C. A. VerNooy	7
4	1	1	4	10	206,218	1	3,966	4	6,835	1	5	...	...	...	6	77	4	...	...	...	...	...	...	...	Lillian Everitt	8
1	1	...	12	272,646	...	...	...	...	...	7	...	...	1	...	...	9	...	11	24	9	22	...	7,608.00	7,608.00	Edwina Wood	9
1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	a
1	...	2	2	12,000	1	52,000	...	...	...	...	...	...	...	...	...	19	6	20	16	...	...	...	...	15,189.63	Wilma E. Beggs	10
3	...	...	33	872,306	...	...	9	...	...	3	...	...	...	...	...	3	...	1	2	1	2	...	847.00	847.00	J. H. Kenney	11
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	16	45	...	...	...	...	25,000.00	H. S. Bounds	12
1	...	...	4	10,000	...	...	...	...	1	...	...	...	...	...	1	1	...	4	3	4	3	...	4,550.00	[24]4,550.00	A. E. Hirschler and Melvin Olsen	13
1	3	3	...	7	...	...	1	500	1	1	1	...	...	...	...	...	1	...	...	...	...	...	3,105.00	3,105.00	George E. Denman	14
...	2	...	2	...	...	...	2	5,040	1	1	5	...	...	...	...	...	4	2	4	...	...	...	...	...	T. Paul Thomas	15
2	6	1	...	9	80,000	...	2	200,000	2	8	...	1	...	1	...	6	3	6	6	6	6	1,080.00	7,970.00	9,050.00	Glenn J. Jacoby	16
...	4	...	4	18,000	...	...	...	...	...	...	1	...	...	...	...	...	...	5	4	3	2	...	1,890.00	1,890.00	John Vesser	17
1	1	...	2	3,100	...	...	1	5,000	1	1	...	...	...	...	...	1	1	1	3	1	1	...	906.00	906.00	Rulon R. Budge	18
9	...	...	9	...	3	26,800	4	9,960	1	3	...	1	...	...	...	5	1	5	5	1	...	7,000.00	5,500.00	13,600.00	Russell J. Foval	19
...	11	...	11	185,494	2	...	1	...	...	4	...	...	[29]1	...	5	14	3	30	9	...	2	...	49,287.50	55,926.48	Russell A. Perry	20
5	...	...	5	18,000	...	...	5	1,000	1	5	...	...	...	...	...	...	3	7	5	7	5	...	11,096.00	15,716.00	J. J. Urbanek, Jr.	21
6	6	12	...	23	436,181	1	16	216,000	...	1	...	...	...	...	...	7	2	66	30	49	21	...	49,728.00	58,378.00	C. O. Hamilton	22
2	3	...	2	7	161,766	3	...	...	11	...	3	...	...	...	...	1	...	83	7	...	...	...	38,981.90	39,290.70	Jessie M. Piper	23
...	...	...	...	...	...	...	...	...	...	2	2	...	...	...	1	8	1	...	...	...	...	...	...	...	L. H. Gillet	24
...	...	7	7	47,430	3	38,855	3	8,144	2	3	1	...	...	...	...	5	1	5	1	...	...	...	2,000	2,640.00	Edgar Drake	25
15	8	...	23	367,837	7	105,007	...	...	5	...	1	...	...	2	1	7	...	24	30	...	...	1,870.39	39,956.40	43,424.54	Guy F. Ware	26
...	...	224	224	5,385,491	85	18,304,342	3	...	81	115	12	4	1	6	44	506	73	2300	....	*	...	2,157,817.00	2,301,840.00	4,459,657.00	V. K. Brown	27
5	...	...	35	5,762,009	...	...	...	...	11	16	3	...	...	3	...	46	9	...	...	...	...	...	...	...	Theodore A. Gross	a
1	...	...	61	7,194,062	...	...	...	...	2	14	...	...	...	...	...	...	3	...	...	...	...	...	...	60,000.00	Herman J. Fischer	b
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	...	...	...	...	...	...	Edward L. Burchard	c
1	...	...	1	32,215	...	...	...	...	...	2	...	...	...	...	...	...	...	3	2	3	2	...	...	3,000.00	D. E. Schnable	28
2	3	...	...	5	445,519	1	45,385	13	25,485	1	6	...	...	...	...	3	2	17	2	17	2	...	...	...	Robert G. Davis	a
...	7	...	...	7	558,457	4	118,787	...	...	...	...	...	...	...	2	12	3	10	....	10	...	...	...	...	Edward J. Pacl	29
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	Harry L. Bean	30
9	...	1	10	311,493	4	264,009	20	17,230	...	...	...	...	...	...	...	...	...	40	35	23	16	...	50,536.00	54,075.28	Robert L. Horney	31
20	...	...	20	700,000	9	9,800	17	36,300	1	7	1	...	...	...	...	17	1	93	34	93	34	...	28,764.00	83,085.00	Charles K. Brightbill	32
...	...	...	...	...	...	...	...	...	1	1	[6]1	...	...	...	...	2	...	...	...	...	...	...	...	...	Esther M. Barton	33
7	...	...	7	63,880	4	61,502	7	31,999	6	3	...	1	...	...	1	6	...	21	6	21	6	...	6,700.00	6,700.00	Arthur C. Jones	34
8	...	...	11	268,929	2	50,500	22	238,000	...	3	8	...	...	...	...	18	...	35	14	...	...	...	34,250.58	54,359.13	Charles T. Byrnes	35
6	...	...	6	139,640	4	27,000	...	...	...	3	...	...	...	...	1	14	...	3	....	...	...	...	...	1,250.00	Norman C. Sleezer	36
...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	J. A. Williams	37
4	...	...	5	35,000	...	...	...	...	...	1	2	...	1	...	...	5	1	...	...	...	...	...	...	...	Mrs. C. A. Brown	38
...	...	...	...	...	...	...	7	10,900	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	George Scheuchenpflug	a
4	...	...	4	...	...	...	...	...	...	1	...	1	...	...	1	7	2	1	3	...	...	...	800.00	1,200.00	B. E. Rose	39
9	...	...	9	81,036	...	...	11	12,000	...	...	...	...	...	...	...	...	...	10	8	6	6	...	9,240.00	9,240.00	Merwin Greenhagen	a
4	...	...	4	[5]5,000	...	...	...	...	2	2	...	...	...	...	...	6	...	...	...	...	...	...	...	...	R. O. Sedgwick	40
2	...	...	2	55,000	1	25,000	...	...	3	2	1	...	1	...	...	4	...	...	...	...	...	...	...	...	R. H. Peters	41
3	8	2	13	380,475	...	...	5	10,000	...	2	...	...	...	...	...	8	1	...	...	...	...	...	...	...	John S. Ludlam	42
4	...	...	4	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Oliver Strubler and C. J. Stoakes	43
2	...	...	2	...	1	...	...	...	1	2	1	...	...	...	...	6	...	...	...	...	...	...	...	...	Bert Holt	44
5	...	...	5	1,189,053	5	...	...	...	5	1	...	...	...	...	...	9	5	23	3	9	3	...	...	20,000.00	Josephine Blackstock	45
1	...	...	1	...	1	...	...	...	2	6	...	...	3	...	4	17	2	...	...	...	...	...	...	...	E. L. Peterson	46
1	2	...	3	50,169	1	7,500	4	16,800	2	4	...	...	...	...	...	6	...	2	2	2	2	...	...	...	William C. Ludwig	47
...	7	...	7	166,818	...	...	...	...	1	16	1	1	2	...	2	45	10	...	...	...	...	...	...	...	H. E. Folgate	48
...	1	...	1	...	1	1,200	...	...	...	...	...	...	...	...	...	...	...	2	3	...	...	...	...	...	Lola Robinson	a
...	6	...	6	[6]83,099	...	...	14	...	1	2	...	...	...	...	...	14	3	7	8	7	8	...	8,618.00	9,900.00	M. H. Hodge	49
...	...	...	...	...	1	73,061	...	...	...	...	...	...	1	...	[34]1	...	...	3	1	...	...	...	...	...	Robert F. Munn	50
1	19	...	24	44	210,745	10	64,801	7	17,680	...	10	2	[342]	[341]	...	[341]	38	[344]	24	6	24	6	...	16,800.00	16,800.00	John E. MacWherter	51
...	1	...	1	60,000	...	...	...	...	...	1	...	...	1	...	1	2	1	...	...	3	...	6,023.20	...	[26]6,023.20	S. M. Henderson	52
...	1	...	1	[6]8,625	1	...	...	...	...	...	...	...	...	1	...	...	...	6	3	6	3	...	...	3,000.00	Weldon B. Wade	a
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	W. C. Noel	53
...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	7	...	...	...	...	...	...	...	...	Charles L. Whyte	54
1	14	...	15	303,481	1	...	6	...	...	3	2	...	...	...	...	5	2	43	6	...	...	...	43,564.00	43,564.00	Harold W. Simmonds	a
...	1	...	1	...	...	...	...	...	...	1	...	...	...	...	1	5	...	...	...	...	...	...	...	...	J. L. D. Langan	55
...	2	3	...	5	122,780	1	11,209	2	36,874	2	1	...	...	...	...	2	1	6	7	...	...	4,506.00	...	4,506.00	Daniel M. Davis	56
...	...	...	...	...	...	...	...	...	...	9	2	...	1	...	...	...	3	...	...	...	...	3,100.00	...	21,000.00	H. O. Lundgren	57
...	...	...	...	...	...	...	...	...	1	1	3	...	1	...	...	4	...	...	...	...	...	...	...	...	H. L. Woolhiser	58
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	Merle W. Manley	59

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†
				Paid Workers			Volunteer Workers				Salaries and Wages				
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total	
	Indiana														
1	Anderson	46,000	Board of Park Commissioners, Negro Welfare Association, W. P. A. and N. Y. A.	7	3	....	48	14	5,000.00	20,063.21	2,000.00	9,930.00	11,930.00	36,993.21	M
2	Bedford	14,000	Recreation Commission	7	2	....	....	....	.....	.....	.....	.....	.....	3,000.00	M
3	Brazil	9,000	Recreation Board, Y. M. C. A. and W. P. A.	....	3	....	1	....	.....	149.03	292.50	.....	292.50	441.53	M
4	Brownstown	1,754	Park Board	1	....	....	....	....	.....	.....	250.00	200.00	450.00	450.00	M
5	Crawfordsville	12,000	Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	2,720.00	M
6	Decatur	5,152	Park Committee, City Council and School Board	1	....	....	....	....	25.00	800.00	289.80	480.00	769.80	1,594.80	M
7	East Chicago	55,000	Department of Community Recreation, Board of Park Commissioners	4	3	2	....	....	.....	.....	.....	.....	.....	50,120.00	M
8	Elwood	12,800	City and W. P. A.	4	3	....	22	31	800.00	393.00	120.00	175.00	295.00	1,488.00	M
9	Evansville	103,000	Recreation Department, Park Board	28	22	2	....	....	1,139.52	3,356.32	10,898.71	10,186.01	21,084.72	25,580.56	M
10	Fort Wayne	126,000	Board of Park Commissioners The Wheatley Social Center[33]	15 4	29 4	 5	 1	 2	500.00	2,025.00	6,558.00 3,875.00	 1,300.00	6,558.00 5,175.00	[2]13,840.95 7,700.00	M P
11	Hammond	73,000	Park Board, W. P. A. and N. Y. A.	1	....	1	6	3	.....	.....	.....	.....	.....	3,522.50	M
12	Indianapolis	400,000	Recreation Department, Park Board	27	28	3	....	....	.....	.....	.....	.....	.....	.....	M
13	Jeffersonville	12,000	Recreation Board	1	....	....	2	2	550.00	500.00	525.00	.....	525.00	1,575.00	M
14	Lafayette	27,000	Department of Recreation	1	....	1	7	....	500.00	1,200.00	1,400.00	400.00	1,800.00	3,500.00	M
15	La Porte	15,755	Civic Auditorium Advisory Board Board of Education	1 4	....	1	....	....	.....	5,150.00 250.00	3,000.00 869.00	4,500.00	7,500.00 869.00	12,650.00 1,119.00	M M
16	Muncie	50,000	School Board, City and W. P. A.	1	....	....	1	1	.....	.....	.....	.....	.....	3,200.00	M
17	New Albany	32,000	Valley View Golf Club, Inc.	....	....	....	....	....	75.00	1,537.20	.....	548.15	548.15	2,160.35	M&
18	New Castle	18,962	City Clubs and W. P. A.	....	....	....	....	....	.....	.....	.....	.....	.....	738.16	P
19	New Haven	1,800	Town of New Haven	1	1	....	1	1	500.00	50.00	252.00	108.00	360.00	910.00	M
20	North Township	132,000	North Township Trustee	1	....	....	....	....	.....	.....	.....	.....	.....	16,675.72	M
21	Pendleton	1,538	Park Board	....	....	....	....	....	.....	3,000.00	.....	1,700.00	1,700.00	4,700.00	M
22	Peru	12,794	City, Civic Organizations, Y. M. C. A. and N. Y. A.	3	1	....	....	....	.....	.....	.....	.....	.....	.....	M&
23	Plymouth	5,500	City Council and Park Board	1	1	....	....	....	500.00	1,300.00	200.00	.....	200.00	2,000.00	M
24	Richmond	32,493	School Board Board of Public Works and Safety Townsend Community Center[33]	5	4				.....	225.00	1,275.00		1,275.00	1,500.00 12,000.00	M M
				....	2	1	4	6	2,000.00	750.00	1,200.00	600.00	1,800.00	4,550.00	P
25	Seymour	9,000	School Board, Park Board and W. P. A.	7	1	....	5	3	150.00	57.00	895.00	.....	895.00	1,102.00	P
26	Shelbyville	10,618	Recreation Association	....	....	....	5	5	.....	.....	.....	.....	.....	5,600.00	M&
27	Speed	600	Louisville Cement Corporation	1	1	2	....	....	.....	.....	.....	.....	.....	.....	P
28	Terre Haute	62,810	Board of Park Commissioners	2	2	....	....	....	.....	.....	.....	.....	.....	13,686.36	M
29	Washington	10,000	Swimming Pool Commission	5	1	....	....	....	12,200.00	1,464.79	900.00	192.64	1,092.64	14,757.43	M
30	Whiting	20,000	Community Service	3	1	4	....	....	.....	13,000.00	8,000.00	11,000.00	19,000.00	32,000.00	P
	Iowa														
31	Algona	4,000	Park Board and City Council	1	....	....	....	....	.....	.....	.....	.....	.....	[35]1,200.00	M
32	Ames	10,000	P. T. A., School Board and City	11	14	....	2	6	450.00	80.58	1,363.13	.....	1,363.13	1,893.71	M&
33	Atlantic	5,580	Park Board and W. P. A.	....	....	....	....	6	8,500.00	527.90	.....	35.00	35.00	9,062.90	M
34	Boone	11,886	City, School Board and Park Board	3	....	....	....	....	.....	.....	.....	.....	.....	[2]1,200.00	M
35	Cedar Falls	8,000	Park Board	1	....	....	....	....	.....	.....	.....	.....	.....	3,200.00	M
36	Cedar Rapids	58,500	Playground Commission Department of Parks and Public Property	19 5	13 3	4	13	12	50.00	4,242.50 3,000.00	4,780.00 2,500.00	1,927.50 5,000.00	6,707.50 7,500.00	11,000.00 10,500.00	M M
37	Council Bluffs	42,048	Park Board and W. P. A.	1	....	1	....	....	.....	400.00	1,500.00	.....	1,500.00	[2]1,900.00	M
38	Davenport	60,751	Board of Park Commissioners Recreation Commission	 6	 2				6,176.55 3,500.00	1,581.35 3,415.00		7,525.25	7,525.25 4,935.00	15,283.15 11,850.00	M M
39	Denison	3,905	City, American Legion and Fire Department	[18]1	....	....	....	....	.....	.....	.....	.....	.....	[2]650.00	P
40	Des Moines	146,000	Playground and Recreation Commission Park Board	19	25	4			 61,440.96	 10,559.92		 18,876.64	 18,876.64	18,500.00 90,877.52	M M
41	Dubuque	42,000	Playground and Recreation Commission	11	11	1	....	....	1,000.00	3,750.00	5,150.00	410.00	5,560.00	10,310.00	M
42	Estherville	5,240	City Council	....	3	....	....	....	.....	46.00	.....	.....	705.00	751.00	M
43	Keo Kuk	15,106	Friendly House Community Center	....	1	1	2	8	.....	.....	.....	.....	.....	.....	P
44	Sioux City	80,000	School Board Parks Department	31	29	2			1,000.00	4,180.62	7,454.20	3,965.18	11,419.38	16,600.00	M M
45	Waterloo	50,000	Park Board	2	1	....	....	....	.....	.....	.....	.....	.....	8,700.00	M
	Kansas														
46	Arkansas City	14,000	Character Building Organizations	1	....	....	50	25	.....	.....	.....	.....	.....	.....	P
47	Coldwater	1,300	City Council	1	....	....	....	....	700.00	350.00	200.00	.....	200.00	1,250.00	M
48	Kansas City	122,000	Recreation Department, W. P. A. and N. Y. A.	3	1	1	....	....	.....	.....	.....	.....	.....	.....	M
49	Smith Centre	1,600	City of Smith Centre	1	....	....	....	....	.....	.....	.....	.....	.....	1,000.00	M
50	Topeka	65,000	Board of Education	20	21	....	4	9	4,620.58	807.37	3,866.42	193.00	4,059.42	9,487.37	M
51	Wichita	115,000	Board of Park Commissioners	16	16	....	....	....	5,000.00	3,000.00	.....	.....	16,626.88	24,626.88	M
	Kentucky														
52	Covington	65,262	Public Recreation Commission and N. Y. A. Board of Park Commissioners and N. Y. A.	 5	 11				.....	 100.00	 1,800.00	 100.00	 1,900.00	1,500.00 2,000.00	M& M
53	Lexington	56,000	Playground and Recreation Department Recreation Department[33]	18 3	10 10	2 2	....	 1	.....	9,463.53 1,763.71	7,730.69 4,597.58	7,622.50	15,353.19 4,597.58	24,816.72 6,511.29	M M
54	Jefferson County[39]	350,000	Division of Recreation, Department of Public Welfare County, W. P. A. and N. Y. A.	33 1	27 1	24	....	22	.....	15,080.25 2,940.00	32,367.49	.....	32,367.49	47,447.74 [32]2,940.00	M C&

ECREATION STATISTICS FOR 1936

table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service						Source of Information	No. of City
																			Paid Leadership				Expenditures				
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only										Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
1	12	14	...	27	596,802	3	[14]129,564	3	.....	3	7	...	...	1	...	1	7	5	41	26	19	19	18,759.34	15,506.58	46,343.92	Edw. J. Ronsheim	1
..	4	...	...	4	.....	3	.....	3	100,000	1	3	...	...	...	...	2	6	1	20	10	...	...	.....	.....	25,000.00	Charles Blackburn	2
..	6	...	...	6	.....	...	.....	3	40,000	1	1	...	...	...	...	...	4	1	17	....	17	...	.....	12,000.00	12,000.00	E. A. Brunoehler	3
..	1	...	...	1	16,500	...	.....	...	.....	1	1	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Robert Akers	4
..	2	...	...	2	.....	...	.....	...	.....	...	1	...	1	...	...	...	...	...	1	...	...	...	.....	.....	.....	John Warbritton	5
...	...	...	...	...	.....	...	.....	...	.....	2	1	...	...	...	...	...	1	5	1	....	...	...	.....	.....	189.00	Ralph E. Roop	6
4	13	...	6	23	638,153	2	3,900	17	140,391	4	11	1	1	...	2	1	24	5	19	13	19	13	.....	30,112.00	30,612.00	John De Jong	7
..	4	...	...	4	88,439	2	31,903	6	5,018	1	2	...	...	...	...	1	4	1	14	3	14	3	1,200.00	11,220.00	13,310.00	Eric E. Cox	8
..	11	...	...	11	283,665	2	483,000	20	15,727	3	5	...	...	1	...	5	25	2	86	11	7	7	.....	32,000.00	136,000.00	J. R. Newcom	9
..	15	...	...	15	148,934	...	.....	...	.....	...	8	...	...	1	...	2	56	1	....	....	...	...	.....	.....	.....	Carrie A. Snively	10
..	1	...	...	1	15,577	2	42,370	...	.....	...	1	...	...	...	...	...	...	...	1	1	...	...	.....	325.00	8,825.00	Edgar J. Unthank	a
..	12	6	7	25	729,000	11	93,000	6	21,000	17	8	2	...	...	...	2	24	5	16	12	16	12	.....	.....	24,000.00	Charles F. Fleming and Leo Bercolos	11
..	38	...	...	38	[4]890,813	8	371,063	...	.....	1	21	1	2	4	...	5	74	12	....	....	...	...	.....	.....	.....	H. W. Middlesworth	12
..	3	...	...	3	158,250	...	.....	...	.....	...	2	...	...	...	...	...	...	...	2	6	...	...	.....	1,200.00	6,200.00	S. Harlan Vogt	13
1	7	...	2	10	35,000	...	.....	1	15,600	...	3	...	...	...	...	...	5	2	16	6	16	...	.....	6,310.00	9,910.00	Paul A. Hammel	14
..	1	...	...	1	[4]9,000	1	125,000	...	.....	...	...	...	...	...	...	...	...	...	...	2	...	...	.....	.....	.....	W. A. Goering	15
...	...	...	5	5	48,533	...	.....	...	.....	1	3	...	...	...	...	...	12	1	6	6	...	...	.....	.....	.....	Mabel Foor Lutman	a
3	3	14	8	28	[35]211,094	...	.....	13	.....	4	2	...	...	...	...	1	12	3	16	6	...	...	.....	.....	.....	Walter H. Fisher	16
...	...	...	7	7	42,000	...	.....	8	48,000	...	...	...	1	...	...	...	...	...	....	....	...	...	.....	.....	.....	Louis Wolfe	17
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	1	1	...	4	4	4	4	.....	8,000.00	.....	Roy Goar	18
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	...	2	...	....	....	...	...	.....	.....	.....	V. C. Tustison	19
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	...	1	...	...	...	...	....	....	...	...	.....	.....	.....	Carl J. Etter	20
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	1	...	1	....	....	...	...	.....	.....	.....	J. H. Walker	21
..	4	...	...	4	5,000	...	.....	4	.....	2	1	...	...	1	...	...	2	...	2	1	...	...	.....	.....	.....	C. Y. Andrews	22
..	1	...	...	1	[4]12,000	...	.....	...	.....	...	1	...	...	...	...	...	6	...	1	...	...	...	10,000.00	500.00	10,500.00	A. F. Becknell	23
..	6	...	...	6	52,467	...	.....	...	.....	3	3	...	...	...	...	...	2	2	5	5	...	...	.....	1,275.00	1,275.00	Lyman Lyboult	24
...	...	...	...	...	.....	...	.....	...	.....	...	[6]1	...	[6]1	...	...	...	6	...	....	....	...	...	.....	.....	30,000.00	S. W. Hodgin	a
...	...	...	...	...	.....	1	20,000	...	.....	...	...	...	...	...	...	...	...	...	....	....	...	...	.....	.....	.....	Julia Wrenn Partner	b
..	5	...	...	5	30,000	1	7,000	2	1,440	1	2	1	...	...	...	...	5	1	1	3	1	1	.....	.....	3,151.00	W. J. Lasher	25
..	3	5	...	8	150,300	1	52,000	1	2,000	2	2	1	...	...	...	1	3	...	10	3	...	...	.....	12,000.00	12,000.00	Martin Luther	26
1	...	...	...	1	.....	1	.....	...	.....	1	1	...	1	...	...	1	1	...	....	2	...	2	.....	.....	.....	Jesse G. Dorsey	27
..	11	...	...	11	364,000	...	.....	...	.....	2	4	...	1	1	...	2	12	2	62	37	...	...	.....	.....	41,246.85	Richard A. Wey	28
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	....	....	...	...	30,000.00	.....	30,000.00	W. H. Kennedy	29
..	6	1	...	7	90,000	1	300,000	1	5,150	1	2	...	...	...	1	...	10	...	12	12	12	12	.....	16,572.00	16,872.00	John Sharp	30
..	1	...	...	1	[4]9,000	...	.....	...	.....	1	...	...	...	...	...	...	3	1	....	....	...	...	.....	.....	.....	M. P. Weaver	31
..	6	...	...	6	[4]2,250	...	.....	7	.....	5	1	...	...	...	...	...	4	1	....	....	...	...	.....	.....	.....	Kenneth Wells and Mrs. J. Vander Linden	32
4	2	...	...	6	53,410	1	47,406	4	12,796	...	...	...	...	...	...	...	1	...	7	8	...	...	24,300.00	6,947.47	31,477.59	Mabel L. Eichhorn	33
...	...	...	...	...	.....	...	.....	...	.....	1	...	...	...	...	1	1	5	...	....	....	...	...	.....	.....	.....	J. E. Irwin	34
...	...	...	...	...	.....	...	.....	...	.....	1	1	...	1	...	...	...	3	1	....	....	...	...	.....	.....	.....	W. K. Voorhees	35
..	10	...	...	10	95,400	...	.....	16	35,316	...	2	...	...	...	...	...	10	3	90	57	1	3	.....	21,239.33	34,970.51	Nevin Nichols	36
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	1	...	...	...	...	...	....	....	...	...	.....	.....	.....		
5	5	...	2	12	210,000	1	360,000	8	19,200	...	...	...	...	1	...	...	4	1	22	15	22	15	.....	.....	27,600.00	Philip E. Minner	37
...	...	...	...	...	.....	...	.....	...	.....	...	2	...	...	2	...	...	6	3	....	....	...	...	.....	.....	.....	C. O. E. Boehm	38
..	7	...	...	7	355,296	...	.....	...	.....	...	...	...	...	...	...	1	7	2	10	20	10	20	.....	.....	.....	O. E. Johnson	a
..	1	...	...	1	.....	3	300	1	1	...	...	...	...	...	...	1	2	1	....	....	...	...	.....	.....	.....	Jacob Johnson	39
...	...	...	33	33	[4]405,700	2	54,309	9	48,621	...	7	1	...	...	2	1	9	...	60	70	...	...	.....	67,328.79	67,328.79	Kathryn E. Krieg	40
...	...	...	...	...	.....	...	.....	...	.....	...	11	1	...	2	...	1	47	13	....	....	...	...	22,673.39	.....	22,673.39	Helen Richter	a
1	10	...	...	11	88,909	4	135,300	2	190,000	...	4	1	...	...	...	...	11	...	36	23	...	...	5,000.00	4,019.51	32,042.58	Carl L. Grabow	41
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	4	...	....	....	...	...	.....	.....	.....	P. V. Linke	42
..	1	...	...	1	2,700	1	9,907	...	.....	...	...	...	...	...	...	...	...	...	....	2	...	2	.....	1,228.80	1,228.80	Hazel Louise Mathews	43
..	19	5	...	24	453,891	...	.....	24	55,000	1	2	...	...	...	...	...	9	...	16	12	5	3	.....	14,660.00	14,860.00	Ferdinand A. Bahr	44
...	...	...	...	...	.....	...	.....	...	.....	...	4	5	1	...	...	3	18	2	....	....	...	...	.....	.....	.....	H. C. Kingsbury	a
...	...	...	...	...	.....	...	.....	...	.....	...	3	1	1	1	...	...	15	2	....	....	...	...	.....	.....	.....	C. C. Chesterman	45
2	3	...	...	5	.....	1	.....	1	2,500	...	2	...	...	...	...	...	...	...	12	2	...	...	.....	.....	.....	Homer Jay Clark	46
..	1	...	...	1	3,000	...	.....	...	.....	...	...	...	...	...	...	1	...	...	....	....	...	...	.....	.....	.....	William Brumbaugh	47
..	13	...	1	14	958,390	5	129,000	5	92,500	2	4	...	...	...	...	5	53	...	150	50	150	50	.....	100,000.00	154,000.00	Frank Ventura and Oliver Claflin	48
...	...	...	...	...	.....	...	.....	...	.....	...	1	...	1	...	...	1	1	1	....	....	...	...	.....	.....	.....	S. C. Stevens	49
..	17	...	...	17	208,428	...	.....	...	.....	...	2	...	...	...	...	3	24	3	37	44	...	...	250.00	3,040.00	3,290.00	L. P. Dittemore	50
..	13	...	...	13	434,000	4	66,000	6	18,000	...	6	1	[37]1	1	...	4	14	...	75	50	...	...	.....	.....	.....	Alfred MacDonald	51
4	...	...	8	12	56,918	...	.....	13	30,230	...	12	...	...	...	...	...	...	...	37	45	2	2	.....	12,442.24	15,531.74	G. S. De Sole Neal	52
..	7	...	...	[38]7	103,279	...	.....	...	.....	...	...	...	...	...	...	7	...	3	17	28	...	...	.....	2,448.54	2,728.04		
..	6	...	...	6	344,041	2	40,811	1	5,648	...	...	...	...	...	...	...	8	1	35	42	19	15	.....	12,504.80	22,504.80	Anna S. Pherigo	53
..	5	...	...	5	123,000	2	36,140	...	.....	...	...	...	1	...	...	...	5	1	7	12	...	...	.....	.....	.....	Mrs. H. H. Rowe	a
5	20	...	10	35	1,527,374	5	242,363	20	200,583	2	...	...	...	...	...	...	80	...	121	70	2	1	.....	.....	70,958.31	Walter R. H. Sherman	54
21	...	...	...	21	.....	...	.....	21	467,500	...	...	...	...	...	...	...	...	...	48	51	48	51	450.00	57,356.00	57,956.00	Mrs. Winona Lindley	a

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†
				Paid Workers			Volunteer Workers							
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages		Total	
											For Leadership	Other Services		
	Kentucky—Cont.													
1	Middlesboro	10,000	Business and Professional Women's Club and N. Y. A.	....	....	....	1	1	.....	50.00	.....	.....	50.00	I
2	Newport	33,900	Playground Committee	....	10	....	....	....	.....	441.74	2,089.58	.....	2,089.58	2,531.32	M
			City and N. Y. A.	....	....	....	....	....	.....	.....	.....	.....	.....	1,000.00	M
3	Princeton	5,044	City, Board of Education and Kiwanis Club	....	1	....	3	5	.....	.....	.....	.....	.....	[2]55.00	M
4	Russell	2,300	Community Work Committee, Y. M. C. A.	2	1	....	....	....	.....	257.25	357.75	122.50	480.25	737.50	I
	Louisiana														
5	Choudrant	394	Alabama Presbyterian Church	....	....	....	2	2	.....	.....	.....	.....	.....	3.50	I
6	Donaldsonville	3,900	City of Donaldsonville	1	1	....	....	....	.....	.....	.....	.....	.....	.....	M
7	Lafayette	17,500	Recreation Commission	1	....	1	1	4	.....	152.18	1,791.70	14.67	1,806.37	1,958.55	M
			City of Lafayette	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
8	Monroe	28,026	Recreation Board	....	1	1	....	4	.....	350.00	1,500.00	300.00	1,800.00	2,150.00	M
9	New Orleans	400,000	City Park Improvement Association	2	....	1	....	....	.....	.....	.....	.....	.....	20,807.13	M
			Audubon Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	28,440.25	M
			Playground Community Service Commission	9	21	23	1	1	.....	.....	20,109.35	5,341.32	25,450.67	25,450.67	M
10	Shreveport	90,000	Park Commission	5	5	1	....	....	.....	7,199.75	4,715.00	8,504.00	13,219.00	20,418.75	M
	Maine														
11	Augusta	18,000	Park Board	1	....	....	2	2	.....	600.00	300.00	.....	300.00	900.00	M
12	Derby	325	Improvement Society	....	1	....	4	3	.....	60.00	200.00	.....	200.00	260.00	I
13	Portland	70,000	Recreation Department	5	17	1	14	6	.....	.....	.....	.....	8,618.62	10,916.05	M
14	Sanford	13,500	Park and Playground Department	2	2	....	1	1	500.00	1,000.00	300.00	700.00	1,000.00	2,500.00	M
15	Westbrook	11,000	Community Association, Inc.	2	....	1	5	....	.....	1,335.67	.....	.....	3,304.91	4,640.58	I
	Maryland														S,
16	Baltimore	848,196	Playground Athletic League	88	178	18	....	....	.....	67,905.89	76,314.00	15,317.51	91,631.51	159,537.40	M
			Board of Park Commissioners	....	....	....	....	....	.....	.....	.....	.....	.....	[2]154,059.59	M
17	Cumberland	40,000	Allegany County Board of Education and City of Cumberland	1	3	....	....	....	.....	.....	.....	.....	.....	2,500.00	M
18	Frederick	15,500	Playground Commission	3	5	....	....	....	.....	150.00	700.00	.....	700.00	850.00	M
19	Takoma Park	9,000	Department of Parks and Playgrounds	1	3	....	2	1	5,714.36	117.65	959.72	.....	959.72	6,791.73	M
	Massachusetts														
20	Amherst	6,473	School Board and Rotary Club	2	....	....	....	....	.....	.....	.....	.....	.....	248.05	I
21	Andover	10,542	Andover Guild and Playground Department	6	4	2	6	5	.....	2,272.00	4,487.72	.....	4,487.72	6,759.72	M
22	Arlington	38,500	School Department	5	7	....	....	....	.....	1,174.35	1,534.64	1,976.80	3,511.44	4,685.79	M
23	Athol	10,000	American Red Cross	1	1	....	....	....	.....	.....	200.00	.....	200.00	200.00	I
			Park Department	2	....	....	....	....	.....	.....	.....	.....	.....	.....	M
24	Belmont	24,000	Playground and Recreation Commission	26	16	....	....	....	.....	5,764.26	8,460.00	4,606.57	13,067.25	18,831.51	M
25	Beverly	25,871	Public Works Department	3	1	....	....	....	.....	2,592.00	690.00	.....	690.00	3,282.00	M
26	Boston	781,188	School Committee, Extended use of Public Schools	100	175	....	10	15	.....	12,000.00	34,000.00	20,000.00	54,000.00	66,000.00	M
			School Committee, Department of Physical Education	....	400	....	....	....	.....	8,000.00	45,000.00	14,500.00	59,500.00	67,500.00	M
			Metropolitan District Commission[43]	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
27	Brockton	62,500	Playground Commission and Park Commission	19	14	....	....	....	.....	.....	.....	.....	.....	33,195.79	M
			Park Department	....	....	....	....	....	.....	.....	.....	.....	.....	95,551.09	M
28	Brookline	50,000	Gymnasium, Bath and Playground Commission	9	12	4	....	....	.....	9,742.00	31,703.31	2,592.00	34,295.31	44,037.31	M
29	Cambridge	125,000	Board of Park Commissioners	13	1	6	....	....	.....	991.95	15,390.63	.....	15,390.63	16,382.58	M
30	Chicopee	43,500	Park and Playground Commission and W. P. A.	....	....	....	....	....	.....	3,583.38	.....	4,200.00	4,200.00	7,783.38	M
31	Dalton	4,250	Community Recreation Association	2	2	4	....	8	3,792.75	5,819.47	5,748.68	2,118.00	7,866.68	17,478.90	M
32	Dedham	15,000	Community Association, Inc.	3	2	1	4	3	1,300.40	2,892.93	758.33	725.70	1,484.03	5,677.36	I
33	East Milton	13,500	Trustees of Cunningham Foundation	1	1	2	....	....	.....	.....	.....	.....	.....	.....	I
34	Everett	48,424	Playground Commission	....	....	....	....	....	.....	1,356.90	.....	3,600.00	3,600.00	4,956.90	M
35	Fairhaven	11,000	Park Commission	2	2	....	....	....	.....	.....	.....	.....	.....	.....	M
36	Falmouth[44]	6,000	Community Center Board	5	2	1	2	....	200.00	2,200.00	2,000.00	200.00	2,200.00	4,400.00	I
37	Fitchburg	40,692	Board of Park Commissioners	6	7	1	....	....	766.00	4,004.75	3,028.76	215.28	3,244.04	8,014.79	M
38	Framingham	23,100	Park Commission	4	9	....	....	....	1,086.00	1,000.00	1,000.00	3,800.00	4,800.00	6,886.00	M
			Civic League	1	....	....	6	6	.....	6,102.84	2,050.00	2,036.57	4,086.57	10,189.41	I
39	Gardner	20,397	Park and Playground Department	5	3	....	....	....	1,490.00	673.77	1,342.00	2,052.36	3,394.36	5,558.13	M
40	Gloucester	24,000	Playground Commission	....	....	....	....	....	.....	.....	.....	.....	.....	3,500.00	M
41	Greenfield	17,000	Playground and Recreation Commission	4	11	....	....	....	.....	200.00	1,030.00	1,270.00	2,300.00	2,500.00	M
42	Haverhill	48,698	Park Department and W. P. A.	1	....	....	....	....	.....	.....	.....	.....	.....	4,670.00	M
43	Holyoke	56,139	Parks and Recreation Commission	20	34	....	....	....	.....	3,300.10	8,128.00	6,241.69	14,369.69	17,669.79	M
44	Lawrence	86,785	Department of Public Property	28	20	....	10	14	.....	2,800.00	8,869.52	3,296.48	12,166.00	14,966.00	M
45	Lexington	10,813	Park Department	5	7	....	....	....	1,499.08	1,142.94	1,682.50	2,718.44	4,400.94	7,042.96	M
46	Lowell	101,820	Board of Park Commissioners	1	....	....	....	....	.....	1,653.01	500.00	18,404.85	18,904.85	20,557.86	M
47	Lynn	102,320	Board of Park Commissioners	14	22	....	....	....	68,337.74	5,467.80	4,500.00	9,194.46	13,694.46	87,500.00	M
48	Melrose	23,952	Park Department	5	7	2	....	....	7,150.00	5,001.85	5,771.06	11,764.49	17,535.55	29,687.40	M
49	Middleboro	9,000	Park Board	3	2	....	....	....	.....	250.00	200.00	50.00	250.00	500.00	M
50	Milford	15,000	Board of Park Commissioners	5	9	....	....	....	.....	333.94	1,357.00	.....	1,357.00	1,690.94	M
51	Milton	18,000	Park Department	1	3	....	....	....	.....	1,432.17	788.50	3,077.33	3,865.83	5,298.00	M
52	Montague	8,000	Recreation Department	....	....	....	....	....	1,100.00	1,450.00	.....	50.00	50.00	2,600.00	M
53	Needham	12,350	Town Recreation Committee	3	4	....	....	....	.....	138.00	750.00	.....	750.00	888.00	M
			Beach Committee, Board of Trade	1	2	....	....	....	261.53	517.94	427.22	.....	427.22	1,206.69	P

e table.

Playgrounds Under Leadership: Year Round	Playgrounds Under Leadership: Summer Only	Playgrounds Under Leadership: School Year Only	Playgrounds Under Leadership: Other Seasons	Playgrounds Under Leadership: Total	Playgrounds Under Leadership: Total Yearly or Seasonal Attendance, Participants and Spectators	Recreation Buildings: Number	Recreation Buildings: Total Yearly or Seasonal Attendance, Participants Only	Indoor Recreation Centers: Number	Indoor Recreation Centers: Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Emergency Service: Paid Leadership: Number of Women	Emergency Service: Paid Leadership: Employed Full Time: No. of Men	Emergency Service: Paid Leadership: Employed Full Time: No. of Women	Emergency Service: Expenditures: Land, Buildings, Permanent Equipment	Emergency Service: Expenditures: Leadership	Emergency Service: Expenditures: Total	Source of Information	No. of City
5	2	...	...	7	68,595	...	.....	2	1,350	...	...	...	...	...	...	...	...	...	5	16	3	7	.....	2,293.00	2,578.00	Roy Daniel	1
...	14	...	...	14	57,382	...	.....	...	.....	1	8	...	...	...	...	...	...	11	...	63	...	...	.....	1,770.50	2,085.96	Marie Minsball	2
...	...	...	13	13	[40] 22,393	...	.....	10	9,880	...	6	...	...	...	...	6	...	...	22	30	2	2	.....	7,574.27	8,469.27	G. S. De Sole Neal	a
3	...	...	...	3	11,700	...	.....	3	.....	2	1	...	1	...	...	...	2	1	5	3	...	1	.....	.....	[2]528.00	Dr. W. L. Cash	3
...	1	...	...	1	.....	...	.....	2	1,565	1	1	...	...	...	...	...	4	1	...	...	...	...	.....	.....	.....	W. W. Tenney	4
...	1	...	...	1	420	...	.....	...	.....	...	...	...	...	...	...	1	1	1	...	...	...	...	.....	.....	.....	Rev. James L. Spencer	5
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	H. F. Vulliamy	6
9	...	...	2	11	400,253	...	.....	2	.....	...	2	...	...	...	...	...	...	...	8	10	1	3	.....	.....	.....	Harry A. Wuelser	7
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	1	...	...	1	...	...	...	...	...	...	.....	.....	.....	T. A. De Clouet	a
...	8	...	...	8	26,151	...	.....	1	30,500	...	...	...	...	...	...	...	...	...	8	9	1	1	.....	.....	5,000.00	Mrs. Thelma Carson	8
...	...	...	...	...	.....	...	.....	...	.....	...	8	...	...	2	...	1	33	...	...	...	...	...	.....	.....	.....	Mrs. L. W. Griffis	9
...	...	...	...	...	.....	...	.....	...	.....	...	4	...	...	...	...	1	23	...	...	...	...	...	.....	.....	.....	J. A. Hayes	a
17	...	...	...	17	895,823	1	58,646	...	.....	...	...	...	...	...	...	6	...	7	35	10	...	...	.....	.....	51,000.00	L. di Benedetto, Sr.	b
...	14	...	...	14	.....	...	.....	2	.....	...	2	...	...	...	...	...	23	...	5	12	5	5	.....	6,000.00	9,516.00	W. A. Robinson, Jr.	10
...	2	...	...	2	9,600	...	.....	...	.....	4	3	...	...	...	...	...	...	1	1	...	1	...	.....	.....	.....	Samuel McCall	11
...	1	...	...	1	[42],250	...	.....	...	.....	1	1	1	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Mrs. O. P. Hackett	12
...	11	...	...	11	[4]198,000	...	.....	...	.....	1	9	1	...	...	...	...	10	1	...	...	...	...	.....	.....	.....	Granville R. Lee	13
...	2	...	...	2	25,000	...	.....	...	.....	2	1	...	...	...	...	2	4	1	1	...	...	...	.....	.....	350.00	Harry Stott	14
...	1	...	...	1	21,000	...	.....	1	15,600	...	1	...	...	...	...	1	6	...	9	...	...	...	.....	.....	.....	Paul F. Fraser	15
17	49	4	38	108	[41]959,017	4	197,503	217	1,858,732	...	...	...	...	...	...	...	...	...	168	146	168	146	.....	92,237.22	99,885.58	H. S. Callowhill	16
...	...	...	...	...	.....	...	.....	...	.....	6	30	1	2	3	...	7	106	1	...	...	...	...	.....	.....	[2]418,220.56	J. V. Kelly	a
...	4	...	...	4	21,000	...	.....	4	.....	1	3	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Arthur G. Ramey	17
...	6	...	...	6	42,782	...	.....	...	.....	5	3	...	...	...	...	...	7	...	...	...	...	...	.....	.....	.....	Mrs. Helma Hann Bowers	18
...	3	...	...	3	8,893	...	.....	...	.....	1	2	...	...	...	...	...	...	2	...	...	...	...	.....	.....	.....	C. J. Bride	19
...	1	...	...	1	2,100	...	.....	...	.....	...	...	...	...	...	...	...	...	...	1	...	...	...	.....	44.00	44.00	L. Leland Dudley	20
...	3	...	...	3	33,486	1	13,756	2	1,735	...	...	...	...	...	...	...	...	...	5	4	4	4	.....	4,000.00	4,000.00	Margaret Davis	21
...	8	...	...	8	[4]44,753	...	.....	...	.....	1	1	...	...	...	...	...	5	...	1	...	...	...	.....	1,173.44	1,173.44	Clarence H. Dempsey	22
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	[42]1	...	...	...	2	...	...	...	.....	114.00	114.00	Edna W. Gorton	23
...	3	...	...	3	.....	...	.....	...	.....	2	2	1	1	...	...	2	8	...	...	...	...	...	.....	.....	.....	Robert Lincoln	a
...	...	...	7	7	193,362	...	.....	...	.....	6	6	...	...	...	...	1	19	...	10	9	...	...	.....	.....	.....	Lewis S. Harris	24
...	9	...	...	9	30,000	...	.....	...	.....	1	8	5	...	...	...	...	...	...	18	9	...	...	.....	.....	.....	James W. Blackmer	25
...	...	...	...	...	.....	...	.....	14	590,000	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	James T. Mulroy	26
...	150	...	...	150	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Nathaniel J. Young	a
...	...	...	...	...	.....	...	.....	...	.....	2	12	18	...	2	...	1	16	...	...	...	...	...	.....	.....	.....	William E. Whittaker	b
...	9	...	...	9	.....	...	.....	...	.....	1	...	...	...	1	...	4	1	...	...	...	...	...	.....	.....	1,593.64	Abbie O. Delano	27
...	...	...	...	...	.....	...	.....	...	.....	1	10	...	...	1	...	...	12	...	...	...	...	...	.....	.....	.....	Edward P. Sheehan	28
...	13	...	...	13	[4]122,874	1	51,989	...	.....	...	...	...	...	...	1	...	...	...	10	12	6	9	.....	.....	.....	Charles P. Cameron	a
5	...	...	10	15	.....	3	.....	3	.....	6	7	2	1	...	...	...	5	3	51	...	...	...	.....	42,000.00	54,883.50	Stephen H. Mahoney	29
...	8	...	...	8	490,091	...	.....	4	316,065	8	8	...	...	...	...	2	13	5	40	17	40	17	.....	67,301.56	71,267.88	Henry A. Czelusniak	30
...	2	...	1	3	191,000	2	77,141	...	.....	1	1	...	...	...	1	...	4	1	5	6	...	...	.....	.....	2,400.00	William L. Stearns	31
...	1	...	...	1	[4]4,703	1	.....	1	.....	...	1	1	...	...	...	1	2	...	3	...	...	...	1,200.00	.....	[2]1,200.00	Mrs. Ada Pillsbury	32
1	...	...	...	1	24,000	1	32,000	...	.....	1	1	1	...	...	...	1	5	...	...	...	...	...	.....	.....	.....	W. L. Caldwell	33
...	12	...	...	12	.....	...	.....	...	.....	...	...	...	...	...	...	...	3	...	[18]60	...	...	...	.....	.....	.....	Fred A. Hutchings	34
...	4	...	...	4	3,000	...	.....	...	.....	2	3	...	...	...	...	...	5	...	1	2	...	...	.....	.....	.....	Mrs. H. B. Dutton	35
1	2	1	...	4	.....	1	83,000	3	1,000	...	4	4	...	...	...	...	7	...	6	2	...	...	.....	6,200.00	6,200.00	Herbert J. Semino	36
...	...	...	10	10	501,000	...	.....	8	31,350	1	5	...	...	...	...	4	3	...	35	3	35	3	1,525.00	41,600.00	43,125.00	John C. O'Malley	37
...	6	...	...	6	21,000	4	.....	5	.....	2	5	4	...	...	...	...	6	...	19	9	...	...	.....	25,000.00	25,000.00	Raymond J. Callahan	38
...	...	...	...	...	.....	1	.....	...	.....	...	...	...	...	...	...	...	...	...	...	3	...	...	.....	100.00	300.00	F. D. MacCormick	a
...	4	...	...	4	[4]58,100	...	.....	...	.....	1	5	...	...	...	...	...	6	...	...	1	...	1	.....	.....	1,004.70	Evelyn G. Tukey	39
9	...	...	...	9	195,000	2	15,000	3	.....	6	10	6	...	...	...	2	...	1	42	11	42	11	.....	40,000.00	73,288.67	S. G. Harriman	40
...	10	...	...	10	[4]17,520	...	.....	6	.....	1	3	...	...	...	...	...	12	...	...	...	...	...	800.00	.....	800.00	Charles H. Swift	41
2	10	...	...	12	296,440	...	.....	8	.....	1	...	2	...	...	...	...	7	2	31	26	...	...	.....	.....	32,024.80	Margaret MacNabo	42
...	12	...	...	12	160,619	...	.....	...	.....	1	9	...	...	...	1	3	7	2	...	...	...	...	.....	.....	.....	Mrs. Mina F. Robb	43
...	8	...	...	8	[4]150,000	...	.....	...	.....	1	10	...	...	...	...	2	6	1	31	25	31	25	.....	42,000.00	42,000.00	William V. Crawford	44
...	3	...	...	3	22,742	...	.....	...	.....	2	3	...	...	...	...	1	12	1	3	3	...	...	2,295.00	363.00	15,233.71	John J. Garrity	45
...	15	...	...	15	58,000	...	.....	...	.....	3	14	...	...	...	...	...	33	7	62	...	...	...	.....	4,383.00	4,383.00	John W. Kernan	46
...	...	...	18	18	304,261	2	.....	11	.....	6	13	2	...	1	...	...	10	7	35	35	35	35	247,500.00	43,673.00	291,173.00	John Morrissey	47
...	6	...	...	6	[4]83,229	1	.....	...	.....	...	3	1	1	...	...	...	12	...	3	...	...	...	.....	3,184.24	3,184.24	George W. Rogers	48
...	...	...	1	1	43,350	...	.....	1	405	...	1	...	...	...	...	1	3	...	9	2	...	...	.....	9,820.00	9,820.00	Frank Crosier	49
...	4	...	...	4	[4]15,200	...	.....	4	3,500	1	1	...	...	...	...	...	5	...	...	...	...	...	.....	.....	.....	Fred W. Clarridge	50
...	2	...	...	2	[4]12,000	...	.....	...	.....	1	3	...	...	...	...	...	8	...	...	...	...	...	.....	.....	.....	John L. Kelly	51
4	...	...	...	4	40,000	3	15,000	...	.....	1	4	...	...	...	...	...	6	1	17	1	17	1	.....	.....	9,267.63	Fred S. Klaiber	52
...	3	...	...	3	[4]11,159	...	.....	...	.....	...	...	...	...	...	...	...	...	...	6	1	...	...	.....	550.00	850.00	Herbert L. Moore	53
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	8	2	8	2	.....	4,995.00	7,395.00		a

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				Paid Workers			Volunteer Workers				Salaries and Wages			Total	
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total		
	Mass.—Cont.														
1	Newton	70,000	Playground Department	59	52	10	1	1	5,500.00	23,485.00	31,500.00	28,088.00	59,588.00	88,573.00	M
			Stearns School Center	....	21	1	....	18	.....	756.04	2,305.20	177.50	2,482.70	3,238.74	M
2	Northampton	25,000	Board of Trustees, Memorial Park	5	2	....	....	....	2,000.00	7,000.00	.....	.....	13,000.00	22,000.00	P
3	North Adams	21,621	Recreation Commission	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	M
4	Norwood	15,049	Board of Selectmen	10	7	....	1	....	350.37	649.96	2,916.99	1,186.71	4,103.70	5,104.03	M
5	Orange	5,365	School Department and Selectmen	....	....	....	....	....	.....	.....	.....	.....	.....	[2]100.00	M
6	Quincy	76,909	Park Department	1	22	....	....	....	.....	.....	.....	.....	.....	.....	M
7	Salem	43,353	Park Department	10	6	....	....	....	.....	.....	3,350.76	.....	3,350.76	5,872.95	M
8	Somerville	100,773	Recreation Commission	6	5	3	3	2	.....	.....	7,000.00	.....	.....	9,800.00	M
9	Spencer	6,428	Selectmen, Park Commissioners and Board of Education	2	1	....	....	....	200.00	600.00	300.00	300.00	600.00	1,400.00	M
10	Springfield	149,000	Recreation Division, Park Department	60	33	1	....	....	.....	7,498.00	15,000.00	45,002.00	60,002.00	67,500.00	M
11	Stoneham	11,000	Park Department	2	....	....	....	....	742.22	534.00	326.57	967.83	1,294.40	2,570.62	M
12	Swampscott	10,400	Park Department	1	....	....	....	....	15,000.00	.....	.....	.....	.....	15,850.00	M
13	Taunton	37,288	Park Commission	6	3	....	....	....	732.58	635.00	825.00	1,522.00	2,347.00	3,714.58	M
14	Wakefield	16,730	Recreation Commission	3	3	....	....	....	.....	250.00	600.00	.....	600.00	850.00	M
15	Walpole	7,449	Park Department	1	1	....	....	....	.....	1,219.52	.....	.....	4,927.30	6,146.82	M
16	Waltham	40,000	Recreation Department	16	4	....	....	....	6,000.00	3,800.00	4,400.00	5,900.00	10,300.00	20,100.00	M
17	Watertown	35,000	Playground Commission and W. P. A.	25	10	....	....	....	.....	500.00	4,000.00	6,000.00	10,000.00	10,500.00	M
18	West Newton	10,005	Community Center, Inc.	[45]4	5	1	....	10	.....	1,199.21	1,825.00	904.30	2,729.30	3,928.51	P
19	Winchester	13,344	Park Department	8	2	....	....	....	.....	1,118.00	.....	.....	2,649.34	3,767.34	M
20	Worcester	197,000	Parks and Recreation Commission	19	11	....	....	....	3,500.00	4,498.31	.....	.....	26,022.75	34,021.06	M
	Michigan														
21	Alma	10,000	Recreation Department and W. P. A.	....	....	....	....	....	250.00	150.00	.....	.....	.....	400.00	P
22	Ann Arbor	26,944	Board of Education and Park Commission	24	12	....	....	....	.....	6,831.94	6,111.47	14,000.00	20,111.47	26,943.41	M
23	Battle Creek	43,573	Civic Recreation Association	62	4	2	....	....	.....	370.00	4,552.00	1,300.00	5,852.00	[28]6,222.00	M&P
24	Bay City	50,000	Recreation Council	5	4	....	....	....	.....	435.00	1,065.00	.....	1,065.00	1 500.00	M
25	Bessemer	4,000	School Board	1	....	....	....	....	.....	.....	.....	.....	.....	400.00	M
26	Big Rapids	5,000	School Board and Park Board	2	1	....	2	....	2,500.00	500.00	1,200.00	500.00	1,700.00	4,700.00	M
27	Caspian	1,888	Community Center	3	4	....	....	....	.....	.....	.....	.....	.....	4,000.00	P
28	Coldwater	7,000	Board of Education and Board of Public Works	1	1	....	12	28	.....	.....	.....	.....	.....	10,600.00	M
29	Dearborn	60,000	Recreation Department	30	9	2	40	10	5,291.96	810.95	9,371.42	7,249.66	16,621.08	22,723.99	M
30	Detroit	1,568,662	Department of Parks and Boulevards	8	....	3	....	....	.....	72,975.00	15,980.00	130,900.00	146,880.00	219,855.00	M
			Department of Recreation	94	76	75	....	....	.....	56,691.19	186,620.00	171,106.00	357,726.00	414,417.19	M
31	Dowagiac	6,000	School Board	1	....	....	....	....	.....	100.00	350.00	.....	350.00	450.00	M&P
32	East Lansing	5,500	Board of Education and City Council	....	2	....	....	....	1,500.00	.....	160.00	.....	160.00	1,660.00	M
33	Ferndale	23,000	Recreation Department, Board of Education	12	7	1	....	....	.....	450.00	2,978.00	.....	2,978.00	3,428.00	M
34	Flint	160,000	Department of Parks and Recreation	34	22	9	....	....	1,840.15	25,440.46	15,778.53	51,819.84	67,598.37	94,878.98	M.
			Mott Foundation and Board of Education	39	40	....	....	....	6,000.00	4,000.00	20,000.00	3,000.00	23,000.00	33,000.00	M&P
			Community Music Association[49]	1	2	....	....	....	.....	2,066.00	.....	.....	7,970.00	10,036.00	M&P
35	Gladstone	5,500	City of Gladstone and Board of Education	1	....	....	....	....	.....	.....	.....	.....	.....	[50]1,500.00	M
36	Grosse Pointe	10,000	School Board	6	3	....	....	....	.....	.....	1,700.00	200.00	1,900.00	[21]1,900.00	M
37	Hamtramck	51,319	Mutual Aid and Neighborhood Club	4	2	6	....	....	.....	6,214.59	6,486.16	960.00	7,446.16	13,660.75	P
			Department of Recreation, Board of Education	35	10	3	....	....	.....	2,003.91	10,828.41	.....	10,828.41	12,832.32	M
38	Harbor Beach	2,000	School Board	1	1	....	....	....	.....	.....	600.00	300.00	900.00	900.00	M
39	Hastings	5,227	Board of Education	2	1	....	....	....	.....	.....	.....	.....	.....	150.00	M
40	Highland Park	52,959	Recreation Commission	14	8	5	1	1	12,000.00	5,000.00	14,000.00	8,000.00	22,000.00	39,000.00	M
41	Holland	15,000	Board of Education and Recreation Commission	1	....	....	....	....	5,000.00	210.00	545.00	300.00	845.00	6,055.00	M
42	Jackson	55,000	Recreation Council and Board of Education	6	5	....	....	....	.....	200.00	960.00	445.00	1,405.00	1,605.00	M&P
			Board of Trustees, Ella W. Sharp Park	1	....	....	....	....	.....	1,000.00	.....	.....	10,000.00	11,000.00	P
43	Kalamazoo	54,786	Department of Recreation	21	18	3	....	....	390.00	2,700.00	8,600.00	4,900.00	13,500.00	16,590.00	M
44	Lansing	85,000	Douglass Community Association, Inc.[33]	1	1	1	....	....	.....	1,610.16	2,079.25	492.90	2,572.15	4,182.31	P
			Board of Park Commissioners and Board of Education	11	8	1	....	....	2,499.94	.....	5,475.38	.....	.....	33,538.01	M
45	Lincoln Park	13,000	Board of Education and Recreation Department	1	....	....	....	....	800.00	850.00	600.00	.....	600.00	2,250.00	M
46	Ludington	9,000	City and Board of Education	4	....	....	....	....	170.00	35.00	800.00	210.00	1,010.00	1,215.00	M
47	Midland	8,038	Community Center Committee and Board of Education	4	4	1	1	....	648.06	9,337.06	2,871.40	4,863.66	7,735.06	17,720.18	M&P
48	Monroe	20,000	Board of Education	5	6	....	....	....	.....	200.00	1,600.00	.....	1,600.00	1,800.00	M
49	Mount Clemens	13,456	Recreation Department	11	3	....	2	2	.....	.....	.....	.....	.....	[22]2,382.81	M
50	Muskegon	52,000	Board of Education and City	2	....	....	....	....	.....	400.00	600.00	.....	600.00	1,000.00	M
51	Muskegon Heights	17,000	City School District	1	....	....	....	....	.....	44.45	200.00	.....	200.00	244.45	M
52	Niles	12,000	School Board and Park Board	1	....	....	....	....	.....	.....	400.00	.....	400.00	2,400.00	M
53	Oakland County	211,251	Board of County Park Trustees	....	....	....	....	....	.....	.....	.....	.....	.....	5,370.00	C
54	Pontiac	65,000	Department of Recreation	18	16	2	....	....	1,545.00	462.32	8,561.00	.....	8,561.00	10,568.32	M
			City Engineering Department	....	....	....	....	....	.....	.....	.....	.....	.....	8,832.33	M
55	Port Huron	30,000	School Board	1	....	....	....	....	.....	.....	.....	.....	.....	500.00	M
56	Portland	1,900	Board of Education and W. P. A.	....	....	....	....	....	300.00	.....	.....	152.00	152.00	452.00	M
57	River Rouge	22,000	Board of Education and City Council	3	1	....	....	....	.....	2,988.00	1,065.00	.....	1,065.00	4,053.00	M
58	Royal Oak	25,000	Board of Education	3	2	....	....	....	.....	415.00	1,242.00	.....	1,242.00	1,657.00	M&P
59	Saginaw	85,000	Parks Department	4	2	[54]1	....	....	150.00	3,980.18	4,870.36	5,120.85	9,991.21	14,121.39	M&P
60	St. Joseph	9,000	Board of Education and City Council	3	2	....	....	....	.....	40.00	900.00	.....	900.00	1,000.00	M
61	Wayne	5,000	School Board and City	5	3	....	....	....	.....	1,000.00	800.00	200.00	1,000.00	2,000.00	M&P
62	Wyandotte	30,000	Recreation Commission	1	....	....	....	....	.....	3,600.00	1,500.00	1,500.00	3,000.00	6,600.00	M
63	Ypsilanti	13,500	School Board and Community Fund	1	....	....	....	....	.....	400.00	200.00	.....	200.00	600.00	M&P

e table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service						Source of Information	No. of City
																			Paid Leadership				Expenditures				
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only										Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
5	...	...	20	25	1,500,000	4	35,000	9	24,000	2	14	4	...	...	...	...	43	3	22	9	...	...	41,056.41	.....	129,638.47	Ernst Hermann	1
...	...	...	...	...	.....	...	.....	8	9,760	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Helen Sandstrom	a
...	1	...	...	1	13,000	...	.....	...	.....	1	1	...	...	...	...	1	6	1	2	3	...	...	25,000.00	500.00	25,500.00	M. F. Narum	2
...	1	...	...	1	.....	...	.....	...	.....	1	1	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	John F. McConnell	3
...	8	...	...	8	[4]48,000	...	.....	3	.....	2	8	...	...	...	...	1	10	...	6	6	...	...	.....	1,087.34	1,087.34	W. C. Kendrick	4
...	1	...	...	1	[5]5,500	...	.....	2	.....	1	1	2	...	...	...	...	3	...	...	3	...	3	.....	.....	325.00	E. C. Hempel	5
...	19	...	...	19	.....	1	.....	...	.....	2	10	2	...	...	...	...	19	...	111	21	111	21	.....	66,519.32	[2]66,519.32	William J. Spargo	6
...	12	...	...	12	132,384	...	.....	4	130,000	...	14	5	1	...	...	3	5	1	26	20	23	9	.....	.....	28,629.95	Daniel J. Phalen	7
...	5	...	...	5	119,700	...	.....	5	.....	...	7	1	...	...	...	...	...	1	...	...	...	...	.....	.....	.....	Francis J. Mahoney	8
...	2	...	...	2	51,000	...	.....	...	.....	1	1	1	...	...	...	...	...	...	...	...	...	...	2,000.00	.....	2,000.00	William A. Thibault	9
9	35	...	...	44	1,750,000	1	.....	10	350,000	1	11	4	...	2	...	...	55	6	200	93	...	...	.....	250,052.20	273,983.13	Arthur E. Gardner	10
...	4	...	2	6	128,210	...	.....	5	28,331	1	1	...	...	...	...	...	3	...	15	6	...	...	12,190.00	16,576.47	31,558.30	Percival H. Wardwell	11
...	...	...	3	3	10,000	1	31,176	4	3,800	...	3	1	...	...	...	...	4	...	11	6	11	6	.....	8,500.00	12,000.00	Leonard F. Burdett	12
...	8	...	...	8	451,660	6	50,000	3	10,000	1	6	...	...	...	...	1	5	2	62	14	...	...	.....	.....	60,762.44	Louis O. Godfrey	13
...	3	...	...	3	41,300	...	.....	...	.....	5	5	1	...	...	...	...	5	...	...	...	...	...	.....	.....	.....	Eugene J. Sullivan	14
...	...	...	...	...	.....	...	.....	...	.....	2	1	...	...	...	...	1	1	...	...	...	...	...	.....	.....	.....	Frederick F. Libby	15
3	11	...	...	14	42,000	...	.....	7	1,650	2	4	2	...	...	...	...	11	...	35	21	27	6	.....	34,050.00	38,000.00	John L. Leary	16
...	8	...	...	8	120,000	...	.....	3	142,800	...	3	1	...	...	...	...	2	...	22	11	22	11	.....	35,000.00	35,000.00	Caesar M. Bortone	17
...	...	...	...	...	.....	1	[6]15,400	2	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Gertrude MacCallum	18
...	2	...	...	2	43,000	...	.....	...	.....	1	3	1	...	...	...	...	15	...	...	...	...	...	.....	.....	.....	Thomas P. McGowan	19
...	...	...	...	...	.....	...	.....	...	.....	14	20	7	...	1	...	...	33	9	57	25	45	21	.....	56,236.48	56,236.48	John J. Nugent	20
...	5	...	...	5	70,200	...	.....	2	15,000	...	...	...	...	...	...	1	...	...	8	6	7	1	1,000.00	1,962.00	2,962.00	Kendall Ward	21
4	...	6	2	12	119,554	...	.....	7	6,821	1	2	2	...	1	...	...	13	1	19	8	...	...	.....	12,000.00	41,158.00	L. H. Hollway	22
...	11	...	...	11	84,143	[7]1	27,000	7	21,440	2	12	1	...	[6]1	2	2	15	2	38	11	38	11	26,000.00	32,640.00	63,200.00	A. R. Flannery	23
...	14	...	...	14	112,000	...	.....	2	.....	1	5	...	...	...	1	...	8	...	7	7	...	...	.....	4,000.00	4,000.00	Don E. Naden	24
...	...	2	...	2	.....	...	.....	2	9,000	1	1	...	...	...	...	...	1	...	2	...	2	...	.....	.....	500.00	E. J. Oas	25
1	1	5	...	7	55,000	...	.....	...	.....	2	1	...	...	...	...	1	...	1	9	3	...	...	20,000.00	1,000.00	21,000.00	G. E. Loomis	26
...	...	...	1	1	.....	...	.....	1	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Mrs. Walter M. Berry	27
2	...	...	2	4	.....	2	.....	8	18,000	2	2	1	...	...	...	1	9	1	...	...	...	...	.....	.....	.....	John T. Symons	28
1	11	...	...	12	155,153	...	.....	13	112,000	1	13	...	...	...	1	4	15	1	6	14	...	...	.....	10,200.00	12,600.00	Henry D. Schubert	29
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	1	4	...	1	...	...	...	...	...	...	.....	.....	.....	Henry W. Busch	30
6	95	...	...	101	5,226,677	7	[8]1,053,960	106	[8]3,177,313	16	44	...	...	...	14	...	183	11	72	76	...	...	.....	135,919.47	491,770.26	C. E. Brewer	a
...	3	...	...	3	.....	...	.....	1	1,000	...	1	...	...	...	...	...	1	1	5	1	...	...	.....	1,080.00	1,080.00	O. C. Morningster	31
...	2	...	...	2	20,000	...	.....	...	.....	1	1	...	...	...	...	...	2	...	2	...	...	...	.....	.....	.....	Donald O'Hara	32
...	9	...	...	9	[4]48,600	...	.....	8	48,608	1	1	...	...	...	...	...	2	...	4	7	4	7	.....	2,030.40	2,030.40	Richard R. Rowley	33
2	12	...	...	14	378,361	4	247,460	3	1,871	2	11	...	2	1	1	4	24	1	6	3	...	...	.....	.....	.....	E. C. Dayton	34
13	27	...	...	40	.....	...	.....	15	359,375	2	12	1	...	...	...	...	7	...	34	33	22	24	.....	.....	.....	Frank J. Manley	a
...	...	...	...	...	.....	...	.....	2	8,000	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	William W. Norton	b
...	1	...	1	2	20,000	1	.....	1	35,000	1	2	1	...	...	...	...	2	...	1	1	1	1	.....	.....	3,000.00	E. H. Waterhouse and A. R. Watson	35
...	5	...	...	5	30,000	...	.....	...	.....	1	1	...	...	...	...	...	14	...	1	1	...	...	.....	320.00	320.00	Forrest Geary	36
...	1	...	...	1	27,979	1	135,120	...	.....	1	2	...	...	...	...	...	6	1	...	...	...	...	.....	.....	.....	George Elworthy	a
...	...	...	7	7	250,628	1	26,464	9	80,422	...	2	...	...	...	1	...	8	...	18	3	...	...	.....	9,820.15	9,820.15	C. J. Reid	37
...	2	...	...	2	.....	1	.....	...	.....	...	1	1	...	...	...	...	2	...	2	1	...	...	.....	1,800.00	1,800.00	Ralph Brotherton	38
...	1	...	...	1	.....	...	.....	1	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	150.00	D. A. Van Buskirk	39
2	...	...	9	11	276,000	2	8,000	8	50,040	3	6	...	...	...	[5]16	...	16	...	5	20	5	20	24,000.00	17,000.00	44,000.00	Harold G. Myron	40
3	3	...	...	6	289,000	...	.....	2	6,000	1	3	...	...	...	...	...	13	...	3	....	3	...	15,000.00	2,434.00	17,434.00	Leon N. Moody	41
...	6	...	...	6	41,760	...	.....	2	.....	1	...	...	...	3	...	...	...	...	1	3	...	...	.....	360.00	360.00	G. L. Greenawalt	42
...	...	...	...	...	.....	...	.....	...	.....	1	2	...	1	...	...	...	8	1	...	...	...	...	.....	.....	.....	L. Ambs	a
...	11	...	...	11	113,778	...	.....	11	52,232	2	7	...	...	...	1	1	4	1	10	22	...	...	.....	.....	30,017.48	Lawrence P. Moser	43
...	...	...	...	...	.....	1	27,000	...	.....	...	...	...	...	...	...	...	...	...	5	4	...	...	.....	1,500.00	1,500.00	Edward N. Powell	a
...	16	...	...	16	218,000	...	.....	13	5,310	...	6	...	2	1	...	1	27	1	6	4	...	1	.....	1,620.00	2,502.00	M. Gleason	44
...	3	...	...	3	.....	...	.....	5	1,850	1	2	...	...	...	1	...	6	...	3	1	3	1	4,500.00	3,840.00	8,740.00	Leo W. Huff	45
...	3	...	...	3	50,000	1	.....	...	.....	1	1	1	...	...	...	...	5	...	15	5	1	...	.....	8,578.55	8,578.55	H. H. Hawley	46
1	4	...	...	5	117,662	1	95,188	...	.....	1	2	1	...	...	...	...	5	1	...	1	...	...	.....	72.00	72.00	Charlotte Conley	47
...	1	...	...	1	[4]8,007	...	.....	4	.....	2	1	...	...	...	1	...	4	...	...	...	...	...	.....	.....	.....	P. M. Hellenberg	48
...	5	...	...	5	51,800	...	.....	1	.....	...	...	[5]21	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Bernard Ballantine	49
...	15	...	...	15	133,965	...	.....	6	.....	2	...	2	...	...	...	...	...	1	42	14	...	...	.....	.....	5,199.11	Frank Driscoll	50
...	4	...	...	4	25,377	...	.....	...	.....	1	4	...	...	...	...	...	2	...	4	4	...	...	.....	1,280.00	1,280.00	W. R. Booker	51
2	5	...	...	7	30,000	1	300	...	.....	3	4	...	1	...	...	...	3	1	8	5	1	...	500.00	2,000.00	2,500.00	F. W. Crawford	52
...	...	...	...	...	.....	...	.....	...	.....	...	1	[5]1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	John A. Bradley	53
...	15	...	...	15	152,378	...	.....	14	.....	...	3	...	2	1	...	...	16	2	18	10	12	10	6,235.38	23,709.94	29,945.32	A. E. Genter	54
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....		a
...	5	...	...	5	.....	...	.....	3	.....	3	3	5	...	1	...	...	5	1	5	5	...	...	.....	.....	1,300.00	C. V. Fowler	55
...	...	...	...	...	.....	1	500	1	500	...	...	1	...	...	...	...	2	...	1	2	1	2	2,200.00	1,280.00	4,076.00	Fred J. Williams	56
...	...	...	4	4	45,300	...	.....	4	.....	...	1	...	...	...	1	...	4	...	10	4	...	...	.....	.....	.....	Frank Weeber	57
...	9	...	...	9	120,000	...	.....	...	.....	1	3	...	...	...	1	...	3	1	15	10	...	...	.....	.....	.....	John J. Baldwin	58
...	7	...	13	20	42,500	3	4,000	...	.....	...	5	...	...	...	...	1	...	2	13	8	8	...	.....	11,500.00	11,500.00	Russel O. Koenig	59
...	3	...	...	3	[2]21,000	...	.....	2	2,000	2	...	1	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	R. W. Finch	60
...	4	...	...	4	25,000	...	.....	2	.....	2	2	...	...	...	...	...	3	...	...	...	...	...	.....	.....	.....	A. R. McLean	61
...	3	...	...	3	.....	...	.....	2	.....	1	2	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Bennie F. Yack	62
...	3	...	...	3	75,600	1	.....	3	3,000	1	1	...	...	...	...	...	...	...	4	2	...	...	.....	.....	.....	James W. Schauffer	63

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Minnesota															
1	Albert Lea	11,000	City of Albert Lea	2											M	1
2	Bayport	1,250	Village Council						750.00					[2]750.00	M	2
3	Bemidji	8,000	Division of Parks	2											M	3
4	Browerville	709	School Board and P. T. A.				1							58.00	P	4
5	Chisholm	8,500	Recreation Department, Library Board	2	1	3			2,019.24	1,741.64	3,221.50	1,542.48	4,763.98	8,524.86	M	5
6	Cloquet	7,500	Park Board	2	1									2,173.99	M	6
7	Crookston	6,315	Park Board	1	1				2,153.86	1,335.98	431.00	2,584.00	3,015.00	6,504.84	M	7
8	Duluth	101,463	Recreation Department, Public Schools	20	23	4				14,609.93	10,648.24	29,846.51	40,494.75	55,104.68	M&P	8
9	Ely	6,500	School Board and W. P. A.	4	8									3,000.00	M	9
10	Eveleth	7,488	Recreation Department												M	10
11	Fergus Falls	10,000	Recreation Board	2	3		3	3	250.00	640.00	250.00		250.00	1,140.00	M&P	11
12	Gilbert	3,500	Village, School District No. 18 and W. P. A.	1	1									1,000.00	M	12
13	Hibbing[56]	23,000	City of Hibbing and Independent School District No. 27	2	2	4							6,859.32	46,459.97	M	13
14	Lindstrom	561	Village Council and Commercial Club							250.00				250.00	P	14
15	Minneapolis	464,356	Board of Park Commissioners	45	34	15				76,666.38	45,248.30	146,399.29	191,647.59	268,313.97	M	15
			Board of Education	1						45,813.56		1,000.00	1,000.00	[2]46,013.56	M	
16	Mountain Iron[57]	1,349	School Board and Park Board	3	2									2,000.00	M	16
17	Nashwauk	2,600	School Board	3						100.00	300.00	100.00	400.00	500.00	M	17
18	Red Wing	9,628	Board of Public Works	7	3				13,662.00		1,375.00	1,125.00	2,500.00	16,162.00	M	18
19	Rochester	23,100	Board of Education	2	6					100.00	1,250.00		1,250.00	1,350.00	M	19
20	St. Cloud	22,000	Park Board	5	2				1,681.67	916.18	1,309.00		1,309.00	3,906.85	M&P	20
21	St. Louis County[58]	48,313	Extension Department, Rural Schools	1	2										C	21
22	St. Paul	283,835	Department of Parks, Playgrounds and Public Buildings	4	3	7			2,000.00		8,624.00			74,557.35	M	22
23	South St. Paul	10,000	City Council	1					3,444.50	100.00	300.00		300.00	3,844.50	M	23
24	Two Harbors	4,466	City Council												M	24
25	Willmar	6,500	Recreation Department and W. P. A.				5	2	500.00	500.00				1,000.00	M	25
26	Winona	25,232	Public Baths Commission and W. P. A.											2,300.00	M	26
			Playground Association	6	5									1,507.68	M&P	
	Mississippi															
27	Hazlehurst	2,447	P. T. A. and W. P. A.				2	20		38.00				38.00	P	27
	Missouri															
28	Boonville	7,000	City of Boonville and Kiwanis Club	1	1		4	2						2,000.00	M&P	28
29	Jefferson City	21,596	Chamber of Commerce	1	1				500.00	2,765.00	385.00	550.00	935.00	4,200.00	M	29
30	Kansas City	400,000	Division of Recreation, Board of Education	78	45	1				2,287.00	14,528.00	5,000.00	19,528.00	21,815.00	M	30
			Park Board	4	3	1								[2]30,000.00	M&P	
31	St. Joseph	80,944	Board of Park Commissioners	6	3									17,916.19	M	31
32	St. Louis	800,000	Board of Education	127	198					7,973.84	51,431.70	6,152.60	57,584.30	65,558.14	M	32
			Division of Parks and Recreation, Department of Public Welfare	109	68	32			39,480.00	48,265.00	64,125.00	78,520.00	142,645.00	230,390.00	M	
33	Springfield	60,000	Park Board		[591]										M	33
34	University City	28,502	Board of Park Directors	24	9	3			1,960.72	16,350.09	11,156.06	17,134.27	28,290.33	46,601.14	M	34
	Montana															
35	Anaconda	12,494	City and W. P. A.											900.00	M	35
36	Bozeman	7,000	Board of Recreation	1	2			1		621.96	716.95	1,159.47	1,876.42	2,498.38	M	36
37	Glendive	4,800	Park Board							246.00		1,900.00	1,900.00	2,146.00	M	37
38	Havre	7,000	City of Havre	2						1,230.75	400.00	200.00	600.00	1,830.75	M	38
39	Missoula	20,000	Park Department											[2]690.00	M	39
	Nebraska															
40	Alliance	6,669	City and W. P. A.	3	1				4,000.00	500.00	1,500.00	3,000.00	4,500.00	9,000.00	M	40
41	Blair	3,000	Park Board	2	1		3	2		3,000.00			1,500.00	4,500.00	M	41
42	Hebron[60]	2,019	Park Board and W. P. A.	1	1					25.00	100.00		100.00	[2]125.00	M	42
43	Kearney	10,000	Park Commission		1					2,000.00	300.00	3,300.00	3,600.00	5,600.00	M	43
44	Lincoln	85,000	Park Department	3		1				8,518.29			14,723.57	23,241.86	M	44
			Recreation Board	1		1				5,031.00	3,775.00		3,775.00	8,806.00	M	
45	Omaha	225,000	Park Department and Recreation Board						3,697.50	10,468.50		8,785.43	8,785.43	[2]22,951.43	M	45
46	Valley	1,039	American Legion and Board of Education	2										20.00	M	46
	New Hampshire															
47	Claremont	12,000	Playground Commission		2					1,331.06	200.00	2,299.74	2,499.74	3,830.80	M	47
48	Dover	14,000	Neighborhood House Association, Inc.		2		6	30						2,000.00	P	48
			City of Dover	1	6				4,363.07	1,811.54	675.00	4,950.70	5,625.70	11,800.31	M	
49	Manchester	78,000	Parks, Commons and Playgrounds Commission	2	1				25,001.00	6,251.00			3,748.00	35,000.00	M	49
50	Nashua	32,000	Recreation Commission	9	6					1,456.52	3,347.38	614.26	3,961.64	5,418.16	M	50
51	Rochester	10,206	School Board	1	1						280.00		280.00	[2]280.00	M	51
	New Jersey															
52	Allenhurst	573	Borough of Allenhurst	1										13,799.34	M	52
53	Belleville	30,000	Recreation Commission	1		1			1,428.00	1,522.00	2,350.00	700.00	3,050.00	6,000.00	M	53
54	Bloomfield	43,000	Recreation Commission	18	7	3				5,517.00	12,534.00		12,534.00	18,051.00	M	54
			World War Memorial Association											4,550.00	P	
55	Bridgeton	15,660	Johnson Reeves Playground Association		1				23.80	28.14	200.00		200.00	251.94	P	55
56	Burlington	12,000	Board of Education	1						50.00	250.00		250.00	300.00	M	56
57	Camden	118,700	Department of Public Works and W. P. A.											1,224.26	M	57
58	East Orange	73,000	Board of Recreation Commissioners	5	7	2			11,903.31	5,419.01	9,260.08	15,446.53	24,706.61	42,028.93	M	58
59	Egg Harbor City	3,478	City							116.36		220.00	220.00	336.36	M	59
60	Elizabeth	114,585	Board of Recreation Commissioners	66	32	6	10	17	61,644.00	10,606.51	24,708.65	5,147.70	29,856.35	102,106.86	M	60
61	Englewood	18,000	Social Service Federation	11	4	4	14	30		3,160.00	9,720.00	970.00	10,690.00	13,850.00	P	61
62	Essex County[63]	833,513	County Park Commission	16	17			2			6,887.01	34,361.61	41,248.62	[2]41,248.62	C	62

table.

Year round	Playgrounds Under Leadership: Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Recreation Buildings: Number	Total Yearly or Seasonal Attendance, Participants Only	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
												1															
										1	1	1	[5]1				7	1								R. L. Van Nocker	1
												1	1				2						1,500.00		1,500.00	F. B. Slaughter	2
	1		1	2				1	5,400	1	1						2	1	5	4				324.00	324.00	Paul Howe	3
			8	8	40,051	1	49,451	3	1,877									1	28	16				10,318.56	10,318.56	Stanley Kuffel	4
	1			1	13,498					1	2						4		1	1	1	1				Dewey Dahl	5
										2	1					1	3	1								E. P. Dupont	6
1	4		15	20	302,159	2	255,000	31	181,609	3	12	5		2			9		118	15	34	2	437,561.12	25,248.66	485,818.69	Lyle L. Brown	7
	4			4	[4]10,000			1		1	1	1			1		4		2		2				1,800.00	Myrtle O. Larson	8
	6			6	[4]39,340			1			5	1	1		2		2		8	1	1			7,702.00	7,702.00	Edw. Buckley	9
	3		2	5		2				4	2						8	1	3	6			300.00	1,116.00	3,090.00	Raymond Benny	10
											1	1	1		1	1	2	2							5,000.00	D. E. Misfeldt	11
	8			8	49,852	1	187,687	3	10,217	2	2	1			1		8		6	6	12	8			24,015.01	P. R. Cosgrove	12
											1	1														Jess Porteous	13
26	9			35	[16]3,237,928	26		22	11,510		36	12		5	2	1	177	16	100	50	100	50		87,430.62	201,491.82	Charles M. Munnecke	14
	37	46		83	412,640			91	401,000		4								42	36	42	36		48,706.31	49,106.31	Karl B. Raymond	15
3		1		4				4		1	1				1		2		2	1				2,880.00	2,880.00	Ralph C. Tapp	a
	2			2	5,625					1	1						2									O. H. Whitehead	16
	1			1	4,000						1					1	6	1								Judd F. Gregor	17
	7			7	41,800												7									J. F. Enz	18
	6			6	90,000			6	7,500	1	2	2					12	1	7	12			1,530.00		1,530.00	Paul F. Schmidt	19
	25	30		55				45		5	7						3		16	2					14,500.00	L. C. Crose	20
																										B. G. Leighton	21
7	7		9	33	1,669,803	17	971,590	26	176,000	5	27	1		3		1	113	1	102	23	102	23	29,418.00	116,000.00	414,907.00	Ernest W. Johnson	22
	5			5	21,000	5	18,000			1	2						7	1	9	6			2,824.00	750.00	3,574.00	Robert G. Wentworth	23
	4		1	5				2			1		1				3		6							Ernest Carlan	24
		4	3	7	125,000			4	12,000	1	1						4		5	1	5	1		2,000.00	3,800.00	Robert A. Lobdell	25
	1			1	[4]9,500			7			3	1					5		20	2	20	2			500.00	Wm. Hargesheimer	26
	5			5						3	9						8									C. D. Tearse	a
	1			1	1,050			2												2				165.00	165.00	Mrs. John D. Noble	27
								4		1	2					1										O. F. Kelley	28
																1	2									C. O. Hanes	29
		60		60	244,800			48	349,216						6				17	18				3,000.00	3,000.00	Les L. Warren	30
											20	1		2		3	128	17								Roger S. Miller	a
										1	1			1		2	8	3					18,954.00		18,954.00	Viola Thorpe	31
	67			67	[4]1,494,418					4	4				4		12	27								Alfred O. Anderson	32
3	28			31	2,218,385	6	1,159,534				51		1	1	6	2	99	23	50	10						Frank D. Sullivan	a
	10			10						6	10	3			1	3	6	1								Martha Jane Ferguson	33
	8			8	[4]2,891						3		1			1	16	2					1,453.20		1,453.20	James K. Monteith	34
2	2	5	2	11				3	2,200	1	1					1	4		5	7	5	7			7,000.00	D. W. Hamilton	35
			3	3		1					1						4	1								G. O. Arnold	36
										1	1					1		1								Tom Henderson	37
	4			4						3						1	3		10							George E. Atkinson	38
											3					1		6								W. H. Swearingen	39
1	1	1		3	35,631	1	11,633	3	1,700							1	1		5	9	5	9		4,388.83	4,618.42	Mrs. Alice Yon	40
	2			2	15,000	1				1						1		1					1,000.00		1,500.00	Reed O'Hanlon	41
	5			5				2	200	2	2					1	4	1	4	5					[2]600.00	Roland L. Edie	42
	2		1	3		1	28,862	12	22,750	1	2				1		8	2	5	7			300.00	6,000.00	10,000.00	Ray E. Turner	43
								1			28		1	[6]1		1	32	2								Oren S. Copeland	44
	23			23	182,791	3	35,448	3	4,497		7								105	31	105	31		97,625.25	97,625.25	James C. Lewis	a
0	21	4		35	1,416,903	13	1,152,780	65	190,921	2	6	1	4	1		5	23	4	90	60	90	60		175,509.56	178,489.27	Charles W. McCandless	45
	1		1	2							1								2						20.00	H. T. Hermann	46
			2	2		3	300,000			4	2						9									A. B. Kellogg	47
						1	8,000												3	3					300.00	Edith G. Brewster	48
	3			3	12,000			1		3	3	1				1	4	1								Adelaide Manock	a
	8			8	15,360						9	2				2	9	1	10		10		21,510.00		25,000.00	Thomas F. Sweeney	49
	6			6							4					1	6									R. A. Pendleton	50
	1			1	9,400												4	1								Arthur S. Rollins	51
												1				1		2								M. P. Ekstromer	52
	4			4	66,420	3	43,234	1	480	1						1	2		7	1	4	1		3,560.00	3,560.00	Edward J. Lister	53
1	4		8	13	401,145					1	6						4		5	1						C. A. Emmons, Jr.	54
						[6]21	88,000																				a
	1			1	14,680															2						Ethel F. Edwards	55
	6			6	19,342					6	1								3	4			1,119.24	1,119.24	V. H. Smith	56
	19			19	592,900			15	80,000							1		5	15	10	15	10				Frank J. Hartmann	57
	1		5	6	1,001,576	3	39,500	5	8,560	4	7						25	3	7	5	6	3		8,360.50	8,360.50	John M. Rowley	58
											1	1														Wm. Morgenweck, Jr.	59
	17		8	25	553,342	8	65,740	7	25,457		1				1	1	4	3	39	14	7	10		16,146.00	103,754.59	Arthur T. Noren	60
						1	42,500	3	9,360										11	8						Anne Freeman Smith	61
	31			31	[4]312,200					7	35		1	1			197	4	7	7						Kenneth V. C. Wallace	62

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†
				Paid Workers			Volunteer Workers				Salaries and Wages				
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total	
	N. J.—Cont.														
1	Freehold	6,800	Recreation Association	....	4	....	....	....	.....	50.63	270.00	.....	270.00	320.63	M&P
2	Garfield	29,739	City of Garfield	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
3	Glen Ridge	8,000	Playground Committee	2	....	....	....	1	600.00	1,483.00	300.00	2,373.00	2,673.00	4,756.00	M
4	Hackensack	26,000	Board of Education	8	7	....	6	6	.....	2,289.25	2,689.00	.....	2,689.00	5,978.25	M
5	Hackettstown	3,000	School Board	1	....	....	....	1	.....	.....	.....	.....	.....	275.00	M
6	Harrison	18,000	Board of Recreation Commissioners	5	3	....	....	....	.....	1,350.00	.....	.....	.....	6,373.09	M
7	Hoboken	55,000	Department of Parks and Public Property	9	8	17	....	....	.....	3,130.00	25,300.00	.....	25,300.00	28,430.00	M
8	Irvington	65,000	Department Public Recreation	17	5	1	48	31	.....	.....	6,620.00	.....	.....	[29]9,689.30	M
9	Jersey City	325,000	Board of Education	31	....	31	....	....	.....	1,000.00	.....	.....	35,120.00	36,120.00	M
			Department of Parks and Public Property	29	17	24	12	10	.....	.....	.....	.....	.....	175,000.00	M
10	Kearny	40,980	Recreation Commission	1	....	1	....	....	.....	3,040.00	1,800.00	5,070.00	6,870.00	9,910.00	M
11	Leonia	5,346	Playground Committee	1	1	....	....	3	.....	90.00	450.00	.....	450.00	540.00	M
12	Linden	25,000	Board of Recreation Commissioners	16	5	1	1	1	27,708.60	2,889.39	5,049.89	1,852.12	6,902.01	37,500.00	M
13	Lyndhurst	19,000	Department of Parks and Public Property	....	....	....	....	....	.....	.....	.....	.....	.....	750.00	M&P
14	Maplewood[65]	24,000	Township Parks Committee	7	5	....	....	....	.....	250.00	1,400.00	.....	1,400.00	1,650.00	M
15	Millburn	12,000	Department of Public Recreation	4	6	1	2	1	1,627.00	5,056.00	3,100.00	5,217.00	8,317.00	15,000.00	M
16	Montclair	45,000	Board of Education	5	....	....	....	1	.....	148.52	1,420.00	701.00	2,121.00	2,269.52	M
17	Moorestown	7,500	Recreation Commission	1	1	2	....	16	.....	830.00	2,970.00	.....	2,970.00	3,800.00	M
18	Morristown	15,197	Park Department	1	....	....	15	7	1,500.00	300.00	720.00	435.00	1,155.00	2,955.00	M
19	Mount Tabor	1,500	Camp Meeting Association	....	1	....	....	....	.....	75.00	100.00	10.00	110.00	185.00	M
20	Newark	454,000	Recreation Department, Board of Education	110	96	66	80	80	.....	51,792.00	143,592.00	4,560.00	148,152.00	199,944.00	M
21	New Brunswick	39,000	Playground Committee	3	3	....	....	....	.....	649.45	855.00	.....	855.00	1,504.45	M
22	North Plainfield	10,000	Recreation Commission	2	1	....	....	....	.....	.....	.....	.....	.....	1,000.00	M
23	Nutley	22,220	Recreation Center and W. P. A.	....	....	....	....	....	.....	614.92	.....	356.00	356.00	971.92	M&P
24	Ocean City	5,525	City and School Board	....	....	....	....	....	.....	.....	.....	.....	.....	.....	M
25	Ocean Grove	4,000	Playground Commission, Inc.	1	1	....	3	....	800.00	300.00	300.00	150.00	450.00	1,550.00	P
26	Orange	36,000	Department of Playgrounds	20	10	....	....	....	.....	.....	.....	.....	.....	18,860.60	M
27	Passaic	63,000	Recreation Bureau, Park Department	27	24	3	....	....	.....	950.00	7,396.00	1,344.00	8,740.00	9,690.00	M
28	Passaic County[67]	301,353	County Park Commission	3	....	1	....	....	.....	.....	.....	.....	.....	31,159.91	C
29	Paterson	138,513	Park Board	3	....	....	....	....	.....	.....	.....	.....	.....	3,600.00	M
			Board of Recreation	21	20	1	....	....	150.00	2,319.00	6,531.00	2,000.00	8,531.00	11,000.00	M
30	Perth Amboy	43,000	Municipal Recreation Department	2	....	2	....	....	2,000.00	2,200.00	.....	.....	11,000.00	15,200.00	M
31	Plainfield	38,000	Recreation Commission	9	1	3	2	2	.....	1,708.10	7,210.56	1,304.34	8,514.90	10,223.00	M
32	Radburn	1,600	Radburn Association	5	5	2	5	5	.....	3,232.56	3,000.00	.....	3,000.00	6,232.56	[68]P
33	Rahway	17,500	Board of Education and Recreation Commission	1	1	....	....	....	.....	50.00	500.00	.....	500.00	550.00	M
34	Rutherford	15,000	Borough Council	3	1	....	14	6	.....	4,000.00	1,200.00	600.00	1,800.00	5,800.00	M
35	Somerville	8,255	Recreation Commission	....	....	....	4	4	.....	.....	.....	.....	.....	[21]1,100.00	M&P
36	South Orange	14,000	Recreation Commission	2	3	1	....	....	.....	.....	3,200.00	.....	.....	8,700.00	M
37	School District of So. Orange and Maplewood	35,000	Board of Education	13	3	....	....	....	.....	599.63	1,497.39	.....	1,497.39	[22]2,097.02	M
38	Spring Lake	1,900	Executive Council, Memorial Community House	....	....	....	....	2	.....	1,500.00	.....	600.00	600.00	2,100.00	P
39	Summit	15,000	Board of Recreation Commissioners	4	4	2	1	....	793.85	4,342.76	4,790.00	5,283.50	10,073.50	15,210.11	M
40	Tenafly	6,000	School Board	1	....	....	....	....	.....	200.00	500.00	.....	500.00	700.00	M
41	Trenton	123,356	Playground Division, Public Buildings and Grounds	13	9	1	....	....	28,107.60	2,176.36	5,241.11	5,044.00	10,285.11	40,569.07	M
42	Union County[76]	305,000	County Park Commission	42	19	6	324	40	.....	35,097.45	28,452.17	69,722.79	98,174.96	133,272.41	C
43	Woodbridge	27,000	Recreation Department and W. P. A.	....	....	....	....	....	.....	964.50	.....	150.00	150.00	1,114.50	M&P
	New Mexico														
44	Albuquerque	35,000	Board of Education	3	3	....	....	....	.....	1,200.00	210.00	.....	210.00	1,410.00	M
45	Chimayo	1,500	Presbyterian Board of National Missions	....	4	....	1	....	.....	.....	.....	.....	.....	.....	P
46	Dawson	1,500	School Board	2	....	....	....	....	.....	100.00	375.00	.....	375.00	475.00	M&P
	New York														
47	Albany	135,000	Department of Recreation	38	37	5	....	....	1,000.00	2,500.00	16,000.00	.....	16,000.00	19,500.00	M
			Department of Public Works	2	....	....	....	....	.....	.....	.....	.....	.....	18,000.00	M
48	Amsterdam	34,996	Recreation Commission	43	6	1	26	6	1,016.84	5,050.26	5,548.90	3,384.00	8,932.90	15,000.00	M
49	Auburn	35,000	Recreation Commission	17	7	....	....	....	200.00	883.82	1,711.00	.....	1,711.00	2,794.82	M
			Booker T. Washington Community Center[33]	....	1	1	1	5	.....	.....	1,620.00	620.00	2,240.00	2,240.00	P
50	Beacon	13,000	Board of Education and Recreation Commission	1	....	....	....	....	.....	200.00	600.00	140.00	740.00	940.00	M
51	Briarcliff Manor	1,794	Park Department	4	1	....	....	....	.....	1,680.00	350.00	1,170.00	1,520.00	3,200.00	M
52	Bridgewater	300	School Board	1	....	....	....	....	.....	.....	.....	.....	.....	150.00	M
53	Buffalo	677,600	Division of Recreation, Department of Parks	24	20	38	....	....	46,741.67	15,175.00	79,434.00	138,478.65	217,912.65	279,829.32	M
			Extension Department, Board of Education	38	13	....	....	....	.....	1,000.00	9,786.18	.....	9,786.18	10,786.18	M
54	Cazenovia	2,000	Central School Board	1	....	....	2	....	.....	100.00	400.00	.....	400.00	500.00	M
55	Chatham	3,000	Morris Memorial Community House	2	....	2	....	....	1,000.00	2,000.00	1,500.00	1,200.00	2,700.00	5,700.00	P
56	Corning	17,000	Board of Public Works	2	2	....	....	....	.....	1,643.56	345.00	3,000.00	3,345.00	4,988.56	M
57	Dansville	5,000	Board of Education and Rotary Club	[72]2	....	....	....	....	40.00	25.00	310.00	.....	310.00	375.00	M
58	Delmar	3,000	School Board	1	1	....	....	....	.....	.....	.....	.....	.....	.....	M
59	Dobbs Ferry	6,200	Park Committee	1	1	1	1	3	.....	2,100.00	1,000.00	.....	1,000.00	3,100.00	M
60	Dunkirk	17,000	Board of Education and Adult Recreation Program	4	4	....	1	....	.....	.....	1,160.00	152.36	1,312.36	1,312.36	M
61	East Aurora	4,815	Mothers' Club	1	1	....	....	....	.....	80.00	320.00	.....	320.00	400.00	M
62	Eastchester	20,340	Division of Recreation, Department of Public Welfare	18	8	1	....	....	.....	1,863.56	6,368.25	465.00	6,833.25	8,696.81	M
63	Erie County[73]	762,408	Erie County Park Commission	....	....	....	....	....	.....	.....	.....	.....	.....	.....	C
64	Floral Park	12,000	Village Board	1	1	....	....	....	6,000.00	1,780.00	600.00	1,890.00	2,490.00	10,270.00	M

table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers										Emergency Service						Source of Information	No. of City
																	Paid Leadership				Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
4	...	...	4	[4]9,101	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Leigh Cobb	1
...	...	...	...	...	...	...	...	...	...	3	1	...	...	...	...	...	...	4	4	...	...	...	...	...	Ernest B. Dahnert	2
4	...	...	4	[4]19,125	...	...	...	...	1	2	...	...	...	...	...	[6]46	...	4	4	...	...	9,340.00	1,548.00	10,888.00	A. F. Eschenfelder	3
9	...	...	9	64,893	1	11,794	3	...	1	3	...	...	...	...	1	4	2	3	...	...	...	...	...	...	Frank DeMartine	4
1	...	...	1	...	...	...	...	...	1	1	1	...	...	...	...	2	...	...	...	...	...	...	...	...	C. A. Morrison	5
...	...	3	3	13,800	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	H. George Hughes	6
6	...	...	6	700,000	1	45,000	6	...	...	1	...	...	...	...	...	...	...	3	3	...	...	...	4,680.00	[24]4,680.00	Julius Durstewitz	7
7	...	...	7	93,198	1	1,900	5	2,520	...	1	...	...	...	...	...	13	3	9	7	6	2	...	...	6,157.35	Philip Le Boutillier	8
...	...	19	19	[4]147,327	...	...	11	352,216	...	...	...	...	...	10	...	...	...	19	15	19	15	...	41,620.00	41,620.00	Arthur G. Humphrey	9
5	...	11	16	725,000	...	...	...	...	1	12	...	...	...	...	...	23	...	5	5	5	5	...	10,000.00	375,000.00	Frank A. Deisler	a
...	...	6	6	140,000	...	...	...	...	2	2	...	...	...	...	...	5	2	5	4	...	...	...	...	8,952.00	James P. Craig	10
1	...	...	1	10,000	...	...	...	...	...	...	...	...	...	...	...	1	...	1	1	...	...	...	...	...	George D. Butler	11
6	...	2	8	118,790	...	...	5	11,935	...	...	...	...	...	...	...	...	...	3	11	...	...	12,000.00	1,354.00	16,606.00	Frank M. Krysiak	12
5	...	...	5	[4]20,400	...	...	...	...	3	3	...	...	...	...	...	3	...	6	4	2	2	...	...	...	James A. Breslin	13
6	...	...	6	22,000	2	13,000	...	...	...	6	...	...	...	...	...	6	...	...	...	...	...	...	...	...	Herbert W. Heilmann	14
1	4	...	5	[4]14,984	1	...	2	...	1	1	...	...	...	...	1	4	...	4	3	4	2	...	4,271.00	4,271.00	Carl H. Schmitt	15
10	...	4	14	61,940	1	364	4	27,675	1	2	...	...	...	...	...	4	...	8	7	2	5	...	6,639.25	6,639.25	Arthur J. Garthwaite	16
2	...	...	5	11,744	3	82,000	1	1,280	4	4	...	...	...	1	...	2	...	2	1	...	...	...	2,520.00	2,520.00	Carolyn Nice	17
...	...	6	6	132,046	...	...	8	12,493	3	2	...	...	...	...	1	4	2	10	4	7	2	...	5,500.00	5,500.00	Gerald R. Griffin	18
1	...	...	1	[2]2,000	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	George W. Earl	19
10	...	...	41	3,314,406	...	...	37	143,347	4	1	...	...	...	...	...	7	...	62	33	26	22	...	52,971.00	52,971.00	Ernest H. Seibert	20
5	...	...	5	90,606	...	...	...	...	...	2	...	...	...	...	...	8	2	8	4	...	...	...	...	...	William Beck	21
3	...	...	3	25,160	...	...	...	...	1	2	...	...	...	...	...	5	...	1	2	...	...	...	...	...	Howard Krausche	22
5	...	...	5	...	...	...	2	32,190	...	1	...	...	...	...	...	...	...	7	6	5	2	...	7,005.90	7,005.90	M. B. Freeland	23
...	...	...	...	...	...	...	...	...	2	2	[6]61	...	...	1	3	16	...	...	...	...	...	...	...	...	Harry F. Stanton	24
1	...	...	1	2,500	...	...	...	...	1	1	...	...	...	...	1	3	...	...	...	...	...	...	...	...	John B. Cowan	25
4	...	...	6	473,194	1	2,000	1	10,000	2	2	...	...	...	1	...	8	1	2	6	2	6	...	...	...	Ovid C. Bianchi	26
...	...	7	7	669,305	...	...	6	55,262	1	5	1	...	...	1	...	15	2	9	3	9	3	...	9,116.00	9,116.00	Reeve B. Harris	27
1	...	1	2	54,918	...	...	...	...	...	...	1	...	[6]11	...	...	4	1	3	2	1	...	...	...	...	Charles A. Winans	28
3	...	...	3	...	...	...	...	...	1	4	2	...	...	...	1	15	...	3	...	...	...	...	...	200.00	Grace M. Buckley	29
15	...	10	25	937,000	1	45,691	...	...	...	7	...	...	...	...	...	...	...	12	12	4	2	102,324.15	12,547.48	114,871.63	Alfred P. Cappio	a
...	...	11	11	117,000	1	15,000	12	88,000	1	4	1	...	...	...	...	18	1	16	5	16	5	...	...	...	Charles T. Kochek	30
5	...	7	12	185,926	...	...	12	68,716	...	2	...	1	...	2	...	16	1	4	2	4	2	...	...	35,488.00	R. O. Schlenter	31
2	...	...	4	40,000	1	...	2	...	4	1	...	...	...	...	2	4	...	...	...	...	...	...	...	...	Robert A. Turner	32
6	...	...	7	[6]927,600	1	10,500	...	...	...	1	...	...	...	...	...	4	1	1	6	1	...	...	1,470.00	1,470.00	Ray E. Drake	33
3	...	...	3	50,000	...	...	2	110,000	1	2	...	...	...	...	...	12	...	2	1	...	...	11,000.00	450.00	11,450.00	G. M. Tamblyn	34
4	...	...	4	...	1	...	1	...	1	2	...	...	...	...	...	...	1	5	8	2	1	...	...	...	Kenneth P. Manering	35
1	...	...	1	90,000	...	...	...	...	2	4	...	...	...	...	1	20	1	2	...	1	...	...	...	900.00	Joseph J. Farrell	36
...	...	9	9	...	...	...	...	...	...	...	...	...	...	1	...	4	...	...	...	...	...	...	...	...	H. Marjorie Wilson	37
...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Madelaine A. Clancy	38
1	...	4	5	75,863	1	19,970	6	16,798	1	2	...	...	...	...	...	3	1	3	2	3	2	...	4,536.00	4,536.00	H. S. Kennedy	39
...	...	1	1	3,000	...	...	2	2,000	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	George A. Kipp	40
4	8	...	12	126,000	...	...	2	2,400	7	5	6	...	...	...	...	44	2	7	...	...	...	169,201.40	1,040.00	170,241.40	Mildred E. Bloom	41
...	13	...	13	455,782	...	...	...	...	1	17	...	...	[6]11	...	2	20	2	...	7	...	...	1,254,700.00	441.00	1,255,141.00	F. S. Mathewson	42
...	8	...	8	102,556	3	73,242	13	6,500	2	8	2	...	...	1	...	5	3	17	5	11	4	...	16,188.00	16,188.00	Samuel Gioe	43
...	...	3	3	10,000	...	...	...	...	2	...	...	...	...	...	...	...	1	1	...	...	...	18,000.00	840.00	18,840.00	John Milne	44
1	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Joe Ellsworth	45
...	2	...	2	...	...	...	1	200	...	1	...	...	...	...	1	2	...	...	...	...	...	...	...	...	G. L. Fenlon	46
7	21	5	33	550,000	2	...	14	43,500	10	4	1	...	...	7	1	54	6	...	...	...	...	...	...	...	Frederick F. Futterer	47
...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	Kenneth W. Marsh	a
1	3	...	2	6	138,491	...	...	4	27,453	2	2	...	...	...	3	[7]11	...	14	2	14	2	...	...	48,000.00	Allen T. Edmunds	48
...	9	...	...	9	181,852	...	...	...	...	1	3	1	...	...	...	16	1	4	2	...	...	...	1,448.00	1,448.00	Mrs. Joseph L. Barry	49
...	...	...	...	...	...	1	...	...	...	1	1	...	...	...	...	1	...	1	3	1	3	...	1,424.00	1,521.00	Mrs. J. M. Pollard	a
1	1	...	1	3	50,760	...	...	1	3,200	1	1	...	...	...	...	2	...	4	6	2	...	...	1,500.00	1,500.00	Earl D. Hewes	50
...	1	...	...	1	25,000	...	...	...	...	1	...	...	...	...	1	3	1	...	...	...	...	...	...	...	Alfred H. Pearson	51
...	...	...	...	...	...	...	...	1	150	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	Elizabeth B. Pierce	52
3	23	...	...	26	4,802,400	5	270,645	81	585,245	2	23	1	2	2	...	5	73	9	5	1	5	1	1,506,274.72	...	1,506,274.72	Joseph F. Suttner	53
...	44	...	...	44	567,488	...	...	17	38,570	1	...	...	...	...	...	...	...	50	39	...	...	...	38,493.00	105,345.50	Carl H. Burkhardt	a
...	1	...	...	1	3,000	...	...	...	...	...	2	1	...	...	...	2	...	...	...	...	...	...	...	...	M. H. Bushley	54
...	1	...	...	1	6,000	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Edwin Holmes	55
...	1	...	1	2	...	...	...	...	...	1	3	...	...	...	1	...	...	...	...	...	...	...	...	462.00	G. E. Wright	56
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	...	...	...	...	...	...	...	W. J. Braman	57
...	1	...	...	1	25,000	...	...	...	...	1	1	...	...	...	...	3	...	...	...	...	...	...	...	...	Solon L. Butterfield	58
...	...	...	1	1	32,350	2	4,250	4	8,450	1	1	...	...	...	...	2	1	6	4	6	2	...	...	...	Vincent Cherico	59
1	10	...	...	11	66,024	1	1,600	2	7,600	1	...	2	...	...	...	7	...	5	...	5	...	...	1,210.50	1,372.50	Russell Augram	60
...	1	...	...	1	[4]6,750	...	...	...	...	1	1	...	...	...	...	4	1	...	...	...	...	...	...	...	Mrs. A. E. Nield	61
...	3	...	4	7	139,674	1	...	10	6,791	...	1	...	...	...	...	...	...	6	2	...	...	...	2,719.00	2,719.00	Vivian O. Wills	62
...	...	...	...	...	...	...	...	...	...	3	4	1	...	...	1	11	1	...	...	...	...	...	...	...	Arthur B. Weaver	63
...	1	...	...	1	11,177	...	...	...	...	...	2	...	...	...	...	8	...	...	...	...	...	11,000.00	...	11,000.00	James H. Glenn	64

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				Paid Workers			Volunteer Workers								
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	Salaries and Wages			Total	
											For Leadership	Other Services	Total		
	New York—Cont.														
1	Fort Edward	5,000	Recreation Commission											1,000.00	M
2	Fulton	12,500	Board of Education	1	1									300.00	M
3	Glens Falls	20,000	Recreation Commission	9	8	[74]1			289.10	874.50	1,883.36	1,799.66	3,683.02	4,846.62	M
			Outing Club, Inc.		6	2		1	197.05	2,743.05	5,230.94	490.00	5,720.94	8,661.03	P
4	Gloversville	23,099	Board of Education	2	1					1,122.76				5,900.00	7,022.76	M
5	Groton	2,004	School Board	1					100.00	150.00	150.00	50.00	200.00	450.00	M
6	Hartsdale	4,000	School District No. 7, Town of Greenburgh	1	1					72.62	300.00		300.00	372.62	M
7	Hastings-on-Hudson	7,500	Recreation Division, Community Service Council	5	3	3	3	7		640.00			5,100.00	5,740.00	M
8	Herkimer	12,000	Recreation Commission	6	4					471.09	947.50		947.50	1,418.59	M
9	Hornell	16,250	Recreation Committee, Common Council	4	10					124.05	388.32		388.32	512.37	M
10	Hudson	12,317	Board of Education	4	2		2				943.30	7.92	951.22	[2]951.22	M
11	Ithaca	20,708	Board of Education	5	5					1,200.00	2,800.00		2,800.00	4,000.00	M
			Park Department, Board of Public Works	5						3,035.00	1,263.00	6,482.00	7,745.00	10,780.00	M
12	Jamestown	45,155	School Board	1										413.24	M
13	Johnson City	14,000	Board of Education	3	1					25.00	475.00		475.00	500.00	M
14	Kingston	28,088	Department of Recreation	7	3		5							14,438.06	M
15	Lackawanna	25,000	Department of Public Works, Board of Education and W. P. A.	10	7					4,000.00	2,000.00		2,000.00	6,000.00	M
16	Le Roy	5,000	Recreation Commission	3	1					300.00	600.00	50.00	650.00	950.00	M
17	Lockport	24,000	Board of Education	1				7		300.00	620.00		620.00	920.00	M
18	Lyons	4,000	Village Board and School Board	1			2							1,350.00	M
19	Massena	10,000	Massena Athletic Association	2			12				400.00		400.00	1,840.00	P
20	Middletown	21,277	Recreation Commission	4	3					404.52	1,015.00	36.00	1,051.00	1,455.52	M
21	Monroe County[75]	423,881	County Park Commission	9					18,250.97					71,914.48	C
22	Mount Kisco	5,500	Recreation Commission and W. P. A.		3		1	1		800.00	400.00		400.00	1,200.00	M
23	Mount Vernon	65,000	Recreation Commission	27	17	8		24	1,240.00	6,547.71	22,599.09	3,997.92	26,597.01	34,384.72	M
24	Newburgh	31,275	Recreation Commission	14	11	2			200.00	6,281.75	9,276.00	8,388.00	17,664.00	24,145.75	M
25	New Rochelle	62,000	Bureau of Recreation, Department of Public Welfare	23			10	3		1,600.00	2,856.17	1,118.50	3,974.67	5,574.67	M
26	New York City	7,000,000	Brooklyn Parks and Playgrounds Committee	6	2	1				500.00	2,019.18	1,210.00	3,229.18	3,729.18	P
			Division of Recreation, Department of Parks	96	98	168								1,065,277.00	M
			Community Councils	5			5	5	50.00	600.00	650.00	219.00	869.00	1,519.00	P
			Board of Education	1100	735	5				45,100.00	384,241.92	402,000.00	786,241.92	831,341.92	M
27	Niagara Falls	80,000	Recreation Commission, Bureau of Parks	61	4	1					7,200.00		7,200.00	38,463.59	M
			Community Center Association[33]	1	1	2	3	7		850.00	2,250.00		2,250.00	3,100.00	P
28	Norwich	8,000	Park Board	3	1				125.00	75.00	740.00		740.00	940.00	M
29	Nyack	5,392	Women's Civic League and Village of Nyack		1					284.39	174.60	17.00	191.60	301.39	P
30	Olean	21,000	School Board	1										2,497.91	M
31	Oneida	10,558	Park and Playground Commission and Emergency Adult Recreation Commission	1	7				160.00	245.00	770.00	1,550.00	2,320.00	2,725.00	M
32	Oneonta	12,500	Board of Education	1						250.00	600.00		600.00	850.00	M
33	Ossining	16,000	Recreation Commission	16	6	1		1	810.00	3,300.50	6,275.00	833.00	7,108.50	11,219.00	M
34	Pelham	12,000	School Board	2	1					75.00	1,325.00		1,325.00	1,400.00	M
35	Plattsburgh	13,349	Park and Beach Commission	5										4,900.00	M
36	Pleasantville	4,950	Village Clerk	3	2					3,448.62			2,856.53	6,305.15	M
37	Port Chester	22,000	Recreation Commission	9	8	1					3,677.00	2,828.00	6,505.00	6,505.00	M
38	Poughkeepsie	45,000	Board of Education	6	29				1,254.55	1,874.22	6,116.45		6,116.45	9,245.22	M
			Board of Public Works												M
39	Purchase	500	Purchase Community, Inc.	1	1	1								8,200.32	M&P
40	Rhinecliff	400	Morton Memorial Library and Community House		1					85.00	1,800.00	600.00	2,400.00	2,485.00	P
41	Rochester	328,132	Division of Playgrounds and Recreation, Park Bureau	26	13	26				22,728.21	30,674.84	77,691.46	108,366.30	131,094.51	M
			New Era Health Education Department												M
42	Rockville Center	16,000	School Board		4	2			2,500.00	1,092.85	1,254.02		1,254.02	4,846.87	M
43	Rome	32,000	Public Works Department	11	7	1	5		300.00	1,616.30	4,154.37		4,154.37	6,070.67	M
44	Scarsdale	11,000	Community Service	4	4			12		369.29	890.00		890.00	1,259.29	P
45	Schenectady	95,000	Department of Public Service and W. P. A.	1		1				1,000.00	2,080.00		2,080.00	3,080.00	M
46	Solvay	8,500	School Board, Village Board and A. E. A.	1						225.00	450.00		450.00	675.00	M
47	Spring Valley	5,000	Parent and Teachers Association and Community Recreation Committee	2	3		5	6						200.00	M&P
48	Syracuse	209,000	Municipal Recreation Commission	31	7	9			3,008.63	18,918.13	15,104.24	58,418.25	73,522.49	95,449.24	M
			Dunbar Association, Inc.	2	1	3	2	3	260.00	1,200.00	3,600.00	280.00	3,880.00	5,340.00	P
49	Tarrytown	6,841	Recreation Commission		1	1	4	2		1,100.00	1,675.00		1,675.00	2,775.00	M
50	Troy	72,000	Recreation Department	22	17	4				6,577.77	11,420.00	14,129.75	25,549.75	32,127.52	M
51	Utica	104,000	Department of Recreation	15	24	2	1		500.00	3,670.00	10,140.00		10,140.00	14,310.00	M
			Department of Parks and Municipal Golf Association												M
52	Watertown	35,000	Recreation Department	12	8	10				7,984.97	10,420.00	3,456.57	6,496.00	21,861.54	M
53	Westchester Co.	520,947	County Park Commission[76]												C
			Recreation Commission	40	41	18	26	34	15,050.00	38,165.37	41,800.00	34,395.75	76,195.75	129,411.12	C
54	Whitehall	4,500	Recreation Commission	1			4	2						3,800.00	P
55	White Plains	37,500	Board of Education	6	8				150.00	500.00	2,200.00		2,200.00	2,850.00	M
			Recreation Commission	4	1	5			11,382.00		9,108.00			[2]20,490.00	M
56	Yonkers	135,000	Recreation Commission	60	54	14			600.00	9,405.00	24,290.00	35,505.00	59,795.00	69,800.00	M
	North Carolina														
57	Asheville	52,000	Department of Public Works	13	2	2				16,525.78			32,179.75	48,705.53	M
			Negro Welfare Council[33]	1		1				350.00	1,260.00		1,260.00	1,610.00	P

ECREATION STATISTICS FOR 1936

table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service						Source of Information	No. of City
																			Paid Leadership				Expenditures				
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only										Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
..	1	...	3	4	24,140	1	4,000	1	900	1	...	1	...	...	...	...	2	...	26	3	10	3	.....	5,240.00	10,206.00	Edith L. Merrill	1
1	3	...	...	4	.....	...	.....	6	2,600	1	1	1	...	...	...	...	3	...	8	1	8	1	.....	.....	.....	G. R. Bodley	2
1	6	...	...	7	173,709	1	.....	...	.....	2	3	1	...	...	...	...	4	...	.....	.....	.....	.....	.....	.....	15,306.33		3
1	...	...	2	3	.....	1	.....	6	.....	...	...	...	...	...	...	...	...	...	9	8	.....	.....	.....	.....	16,440.38	Ruth Sherburne	a
..	2	...	...	2	.....	...	.....	...	.....	2	2	...	...	...	...	1	11	...	.....	.....	.....	.....	.....	.....	.....	A. E. Severn	4
..	1	...	...	1	6,000	...	.....	...	.....	1	1	...	...	...	...	...	3	...	.....	.....	.....	.....	.....	.....	.....	Alton J. Hauck	5
..	1	...	...	1	.....	...	.....	1	.....	1	...	...	...	...	...	...	1	...	.....	.....	.....	.....	.....	.....	.....	Marvin C. Williams	6
..	3	...	...	3	38,629	1	6,502	2	13,150	1	1	...	...	...	...	...	3	...	3	2	3	2	.....	3,850.00	3,850.00	Robert W. Crawford	7
..	4	...	...	4	.....	...	.....	...	.....	2	2	...	...	...	...	...	2	1	4	2	.....	.....	.....	.....	.....	Mrs. John Campbell	8
..	3	...	...	3	15,000	...	.....	...	.....	1	1	...	...	...	...	...	9	...	.....	.....	.....	.....	.....	.....	.....	F. H. Robinson	9
..	6	...	...	6	12,838	...	.....	...	.....	1	2	...	...	...	...	...	5	1	2	1	.....	.....	.....	150.45	150.45	D. S. MacDonald	10
..	7	...	4	11	[4]33,272	...	.....	4	.....	1	2	...	...	...	...	...	...	...	8	2	8	2	.....	.....	[2]175.00	E. E. Bredbenner	11
..	...	...	...	...	.....	...	.....	...	.....	...	...	1	1	...	...	1	4	1	.....	.....	.....	.....	.....	.....	.....	Richard S. Baker	a
..	5	...	...	5	23,718	...	.....	...	.....	3	2	...	...	...	...	...	21	...	25	.....	.....	.....	.....	.....	1,662.00	H. T. Watson	12
..	2	...	...	2	.....	...	.....	1	.....	2	...	...	...	...	...	...	...	...	1	.....	.....	.....	.....	.....	.....	H. B. Eccleston	13
..	7	...	...	7	129,500	...	.....	...	.....	1	6	...	...	...	...	...	6	4	8	13	.....	.....	.....	.....	987.88	Sidney G. Lutzin	14
..	10	...	...	10	180,000	...	.....	8	6,000	2	2	...	...	...	...	...	...	...	20	4	20	4	.....	21,560.00	24,440.00	Edward S. Cook	15
..	1	...	...	1	10,000	...	.....	...	.....	1	1	...	...	...	...	1	4	1	.....	.....	.....	.....	100.00	.....	100.00	Edward J. Reifsteck	16
..	7	...	...	7	36,387	...	.....	5	18,449	1	...	...	...	...	...	...	4	1	11	11	9	4	.....	8,742.10	13,575.69	A. E. Gay	17
1	...	2	...	3	.....	...	.....	1	.....	1	1	...	...	...	...	...	3	...	.....	.....	.....	.....	.....	.....	.....	George S. Miller	18
1	4	...	...	5	45,000	...	.....	1	300	1	1	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	C. S. McConnell	19
..	3	...	...	3	33,105	...	.....	...	.....	...	...	...	...	...	...	...	2	...	.....	.....	.....	.....	.....	.....	1,267.00	Frederic P. Singer	20
..	...	...	...	...	.....	...	.....	...	.....	1	5	2	...	1	...	1	4	...	.....	.....	.....	.....	.....	.....	.....	Charles G. Schoener	21
..	3	...	3	82,384	...	.....	5	13,734	...	2	...	...	...	...	...	...	1	...	10	1	10	1	.....	8,324.00	8,324.00	Clifford L. Stockwell	22
..	4	...	12	16	353,263	2	41,421	14	55,326	1	8	...	...	...	...	1	16	...	54	23	9	3	.....	24,318.78	38,589.37	R. Walter Cammack	23
1	2	...	2	5	881,942	...	.....	1	1,960	...	7	...	...	...	...	1	8	...	8	1	7	...	.....	6,237.00	6,237.00	Douglas G. Miller	24
8	3	3	...	14	311,649	...	.....	12	26,511	1	7	1	...	...	...	...	6	...	52	21	11	2	.....	25,000.00	25,500.00	Peter J. Mayers	25
1	4	...	...	5	128,750	...	.....	...	.....	2	1	...	...	...	...	...	...	...	4	1	.....	.....	.....	.....	.....	Evelyn R. Meyers	26
89	49	...	8	346	54,609,063	108	5,809,227	...	.....	38	113	4	...	10	1	12	397	92	356	264	.....	.....	.....	.....	987,400.66	James V. Mulholland	a
..	1	...	...	1	4,800	...	.....	...	.....	...	...	...	...	...	...	...	2	...	.....	.....	.....	.....	.....	.....	.....	Edward A. Johnson	b
..	386	...	...	386	8,422,447	...	.....	118	2,943,403	15	17	...	...	...	39	...	...	...	1600	1146	.....	.....	.....	.....	.....	William J. McAuliffe	c
..	16	...	...	16	71,408	...	.....	6	.....	...	2	...	1	1	...	1	14	2	58	2	.....	.....	.....	12,506.06	12,774.34	Victor de Wysocki	27
..	...	...	...	...	.....	1	.....	6	.....	...	...	...	...	...	...	...	...	...	5	4	5	4	.....	5,744.40	5,744.40	J. M. Pollard, Sr.	a
..	1	...	...	1	[4]14,795	...	.....	...	.....	1	...	...	...	...	...	...	1	2	1	.....	.....	.....	.....	.....	16.20	Kent Beyer	28
..	1	...	...	1	5,668	...	.....	5	5,668	...	1	...	...	...	...	...	1	...	2	1	.....	.....	.....	.....	.....	Edna B. Hopkins	29
..	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	3	...	.....	.....	.....	.....	.....	.....	.....	H. W. Stone	30
1	2	...	4	7	58,646	...	.....	5	6,178	3	3	...	...	...	...	...	7	...	11	....	6	...	.....	6,804.03	7,662.00	Henry Brophy	31
..	3	...	...	3	36,000	...	.....	2	21,600	1	1	...	1	...	...	...	5	...	12	4	.....	.....	.....	2,000.00	4,000.00	W. E. Long	32
..	4	...	...	4	38,846	1	126,965	1	.....	1	3	...	...	...	...	...	7	...	8	2	8	2	.....	5,544.00	5,544.00	Mary M. Halpin	33
..	...	...	1	1	2,453	...	.....	...	.....	1	2	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	H. Isabel Mead	34
..	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	Jesse W. H. Holcomb	35
..	2	...	...	2	.....	...	.....	...	.....	1	2	...	...	...	...	1	...	...	.....	.....	.....	.....	.....	.....	.....	William T. Guion	36
5	3	...	1	9	[4]174,552	...	.....	5	.....	3	3	...	...	...	...	...	...	...	42	16	.....	.....	.....	11,024.06	11,024.06	Doris E. Russell	37
..	7	...	...	7	90,915	...	.....	...	.....	2	3	...	...	...	...	...	6	1	8	15	.....	.....	.....	1,220.91	1,220.91	Sam J. Kalloch	38
..	8	...	...	8	.....	1	.....	...	.....	6	8	...	1	...	...	1	5	1	7	7	.....	.....	.....	.....	.....	Frank M. Berry	a
..	...	...	...	...	.....	1	.....	...	.....	...	1	...	...	...	...	...	2	...	.....	.....	.....	.....	.....	.....	.....	Marion D. Coday	39
..	1	...	...	1	1,300	1	10,000	...	.....	...	...	...	...	...	...	...	1	...	.....	.....	.....	.....	.....	.....	.....	Harriett E. Woolley	40
23	9	...	...	32	674,340	33	4,289,994	...	.....	11	21	2	...	3	...	2	46	3	70	52	42	32	.....	78,070.50	232,970.50	Gertrude M. Hartnett	41
..	38	...	...	38	324,333	...	.....	68	465,370	...	...	...	...	...	4	...	...	...	55	29	55	29	.....	.....	94,840.80	Beatrice Parmenter	a
..	4	...	...	4	.....	...	.....	5	.....	2	1	...	...	...	...	...	3	...	2	2	.....	.....	.....	.....	.....	Floyd B. Watson	42
..	6	...	4	10	300,000	...	.....	3	25,000	...	6	...	...	...	...	...	10	...	15	2	6	2	1,000.00	12,276.00	18,776.00	William L. Koch	43
..	2	...	...	2	5,000	...	.....	2	254	...	...	...	...	...	...	...	...	...	2	.....	.....	.....	.....	.....	.....	Alice V. Mercer	44
..	3	6	...	9	101,596	...	.....	6	3,200	...	2	1	...	...	...	...	16	...	12	....	12	...	.....	16,340.00	16,340.00	H. C. Davis	45
..	5	...	...	5	30,086	...	.....	2	4,000	1	2	...	...	...	...	...	2	...	10	1	.....	.....	.....	2,585.00	2,585.00	H. E. Hadley	46
..	1	...	...	1	13,725	...	.....	5	230	1	...	...	...	...	...	...	...	...	2	3	.....	.....	.....	.....	300.00	Mrs. Leon Dashew	47
7	30	...	1	38	1,107,093	11	121,968	22	90,843	...	23	...	2	...	...	9	86	...	180	65	100	45	270,884.00	237,012.19	535,991.74	Smith T. Fowler	48
1	...	...	...	1	.....	1	52,172	2	1,000	...	...	...	...	...	...	...	...	...	3	2	.....	.....	.....	.....	.....	Golden B. Darby	a
..	3	...	...	3	60,747	1	8,132	3	9,420	2	1	...	...	...	...	...	2	...	3	1	3	1	.....	.....	.....	Pauline T. Foley	49
..	9	...	...	9	[4]204,165	1	.....	...	.....	2	5	...	1	...	...	1	19	3	.....	.....	.....	.....	.....	.....	22,588.43	Edward A. Wachter	50
..	7	...	11	18	485,534	...	.....	10	93,372	1	6	...	...	...	...	...	22	3	30	15	30	15	.....	48,057.38	48,057.38	M. Esthyr Fitzgerald	51
..	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	1	...	...	...	...	.....	.....	.....	.....	.....	.....	.....		a
2	7	...	...	9	833,121	2	220,000	6	11,750	1	4	...	...	...	...	2	20	1	13	2	6	...	.....	.....	500.00	Robert L. Banford	52
..	...	...	...	...	.....	...	.....	...	.....	5	11	5	...	4	...	3	10	1	.....	.....	.....	.....	.....	.....	.....	Hermann W. Merkel	53
..	...	...	...	...	.....	1	83,482	...	.....	...	...	...	...	...	...	...	...	...	56	19	56	19	3,805.34	43,022.00	89,721.15	E. Dana Caulkins	a
2	3	...	...	5	55,000	2	25,000	2	9,360	3	2	1	...	...	...	...	2	1	2	....	2	...	.....	.....	5,160.00	Joseph S. Manell	54
..	7	...	...	7	[4]59,906	...	.....	...	.....	5	5	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....	.....	Frank B. McGovern	55
..	...	...	13	13	290,042	...	.....	14	[7]721,520	9	11	...	...	...	1	...	7	1	29	6	29	6	194,512.00	23,500.00	218,012.00	Frank T. Hanlon	a
..	35	...	...	35	709,102	...	.....	30	290,012	1	8	...	...	...	2	...	30	5	35	22	35	22	3,049.50	29,193.80	32,332.00	James F. McCrudden	56
1	7	...	...	8	.....	7	.....	3	.....	1	3	...	...	1	...	3	8	3	4	3	.....	.....	.....	.....	.....	Weldon Weir	57
11	...	...	...	11	99,507	1	2,758	3	5,518	...	...	...	...	...	...	...	...	...	20	34	21	34	.....	3,150.00	3,300.00	L. G. Blackus	a

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				Paid Workers			Volunteer Workers				Salaries and Wages			Total	
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total		
	N. C.—Cont.														
1	Canton	7,500	Y. M. C. A.	1			2	2							P
2	Charlotte	90,000	Park and Recreation Commission	1		1			3,500.00	3,324.00	2,000.00	11,500.00	13,500.00	20,324.00	M
3	Durham	60,000	Recreation Commission	21	37	5	18	35	25,000.00	6,773.00	9,984.00		9,984.00	41,757.00	M
4	Goldsboro	17,500	Wayne County Memorial Community Association	1	2	3		6		3,291.11	4,107.00	1,415.83	5,522.83	8,813.94	M&P
5	Greensboro	62,000	Recreation Commission	40	15	6	7	17	2,216.00	5,755.45	16,500.00	4,404.43	20,904.43	28,875.88	M
6	High Point	42,000	Parks and Juvenile Commission	9		3			9,750.00	9,950.00	8,450.00	6,000.00	14,450.00	34,150.00	M
7	Montreat	500	Presbyterian Church	5	2									1,000.00	P
8	Raleigh	37,379	Recreation Commission	1		1		2			1,920.00			3,000.00	M
9	Roanoke Rapids	10,000	School Board and Textile Plants	3										380.00	M
10	Wilmington	32,000	Department of Public Works							2,042.00		4,836.00	4,836.00	6,878.00	M
11	Winston-Salem	75,288	Public Recreation Commission	11	11	2	1		13,894.73	4,741.15	8,466.73	2,673.50	11,140.23	29,776.11	M&P
	North Dakota														
12	Bismarck	14,000	City, School Board, Park Board and World War Memorial Board	7	6				2,486.00	13,979.00			5,490.00	21,955.00	M
13	Devils Lake	5,500	Board of Park Commissioners	2					5,157.22	486.64	100.00	120.00	220.00	5,863.86	M
14	Finley	600	American Red Cross and The American Legion	1										2,000.00	P
15	Grand Forks	17,000	Board of Park Commissioners	3	2		1	4		2,917.66	1,923.50	4,623.82	6,547.32	9,464.98	M
16	Jamestown	9,000	Park Board	1	4						641.00		641.00	2,462.39	M
17	Lisbon	2,000	Park Board	1					200.00	300.00	450.00	300.00	750.00	1,250.00	M
18	Parshall	450	City and W. P. A.	1			10	10	100.00	150.00				[2]500.00	M&P
	Ohio														
19	Akron	250,000	Department of Recreation, Board of Education and City	60	10	1				20,354.23	9,234.13	1,817.63	11,051.76	[78]31,405.99	M
			J. Edw. Good Park Golf Course Commission	1		1				3,951.34			7,773.24	11,724.58	M
20	Athens	7,000	Department of Public Welfare, Ohio University	2			10	5		100.00				[2]100.00	P
21	Bluffton	2,035	Board of Education	1					1,858.26					2,095.25	M
22	Bowling Green	8,000	Park Board and W. P. A.	3			2			500.00	380.00	680.00	1,060.00	1,560.00	M
23	Canton	105,000	Recreation Board, City School District	53	22	7	25	15	2,928.14	10,057.23	14,986.24	6,721.00	21,707.24	34,692.61	M
24	Celina	4,800	Playground Committee, Park Board				1	1	150.00	1,100.00		200.00	200.00	1,450.00	M
25	Cincinnati	473,421	Public Recreation Commission[79]	325	123	22	593	365	294,219.39	29,175.29	80,520.47	45,106.02	125,626.49	[80]449,021.17	M
26	Cleveland	900,429	Department of Parks and Public Property	148	76	19			17,760.65	43,510.65	73,665.47	147,421.00	221,086.47	282,347.77	M
			Hiram House	7	2					1,233.65	1,546.48		1,546.48	2,780.13	M&P
			Board of Education	127	155	1				4,986.22	35,733.18	11,521.76	47,254.94	52,241.16	M
27	Cleveland Metropolitan Park Dist.	1,250,000	Metropolitan Park District[81]	8		2			5,500.00	2,542.00	5,510.00	23,848.00	29,358.00	37,400.00	M
28	Cleveland Heights	55,000	Division of Public Recreation, Board of Education	43	39	2	3	1		2,372.09	11,980.49	1,065.73	13,046.22	15,418.31	M
29	Columbus	290,564	Division of Public Recreation, Department of Public Safety	101	41	6		6	2,217.07	7,849.27	21,183.47	5,253.78	26,437.25	[2]36,503.59	M
30	Cuyahoga County[84]	1,250,000	Recreation Commission	1		1				2,775.00	3,000.00		3,000.00	5,775.00	C&P
31	Dayton	220,043	Bureau of Recreation, Division of Parks, Department of Public Welfare	8	3	11			8,000.00	27,000.00	15,000.00	56,900.00	71,900.00	106,900.00	M
32	Defiance	9,000	Men's East Defiance Booster Club	1	1		20			500.00	300.00	250.00	550.00	1,050.00	P
33	Elyria	28,000	Park Board	5	1									11,180.00	M
34	Hamilton	52,000	Department of Parks and Recreation	3		3				4,191.00	5,400.00	6,882.24	12,282.24	16,473.24	M
35	Kenton	7,500	Recreation Commission	1					500.00	500.00	200.00		200.00	1,200.00	P
36	Lakewood	72,000	Department of Public Recreation, Board of Education	53	57	1				3,765.00	10,500.00		10,500.00	14,265.00	M
37	Lancaster	20,000	Board of Park Commissioners	3							742.67		742.67	[2]742.67	M
38	Lebanon	3,500	Harmon Hall and Park	1		1	10								P
39	Lima	42,287	Department of Recreation	22	5		3	1	1,424.99	4,279.50	2,337.72	472.11	2,809.83	8,514.32	M
40	Mansfield	35,000	Municipal Recreation Board	14	7					872.96	2,120.39		2,120.39	2,993.35	M
41	Mariemont	1,800	Thomas J. Emery Memorial				6	6		1,000.00		3,000.00	3,000.00	4,000.00	P
42	Miamisburg	5,500	Recreation Board	1					25,150.00	50.00	240.00		240.00	[85]25,440.00	M
43	Newark	30,000	Department of Public Service	9	1					62.00			1,740.64	1,802.64	M
			Board of Education	3	1					300.00	1,053.44	2,801.59	3,855.03	4,155.03	M
44	New Boston	4,853	City and Industrial Companies	2			25	4		400.00				[2]400.00	M&P
45	Niles	16,000	Recreation Board and Park Board	8		1	20			1,018.13	2,370.70		2,370.70	3,388.83	M
46	North Canton	2,750	Y. M. C. A.	1	1									885.00	P
47	Oak Harbor	1,800	School Board	1	1					75.00	200.00		200.00	275.00	M
48	Painesville	12,000	Park Board	1						100.00	450.00	200.00	650.00	750.00	M
49	Piqua	17,000	School Board	6	9		25	25		130.00	935.00		935.00	1,065.00	P
50	Rocky River	5,632	Park Committee	1											M
51	Salem	10,000	Memorial Building Association	1		1			1,800.00	2,000.00	2,200.00	840.00	3,040.00	6,840.00	P
52	Shaker Heights	23,000	Board of Education	21	8						4,179.80		4,179.80	5,179.80	M
53	Shelby	6,200	Park Board	3						154.75			738.89	893.64	M
54	South Euclid	5,000	Department of Recreation	2	1					234.25	468.00		468.00	702.25	M
55	Springfield	67,000	Snyder Park Board	1		[10] 1								7,537.95	M
56	Steubenville	39,000	Department of Parks and Recreation	9	4	2	2	1	6,068.12	7,117.95	7,013.95	9,463.78	16,477.73	29,663.80	M
57	Toledo	290,718	Division of Recreation, Department of Public Welfare	19	3				63,687.00		11,345.60	39,094.64	50,440.24	114,127.24	M
			Frederick Douglass Community Association[33]	1	1	2	3	2	1,080.87	1,427.88	3,026.32	264.93	3,291.25	5,800.00	P
58	Toronto	7,500	City and School Board	1	1		1	1	25.00	100.00			150.00	275.00	M
59	Warren	45,000	Department of Parks	5	4		12		3,000.00	2,000.00	3,280.00	18,000.00	21,280.00	26,280.00	M
60	Youngstown	170,000	Playground Association	3	1	1				1,126.00	3,200.00		3,200.00	4,326.00	P
			Parks and Recreation Commission	30	21	1			1,000.00	10,000.00	12,822.50	52,000.00	64,822.50	75,822.50	M
			Board of Park Commissioners, Township Park District	9	2	1			18,431.54	7,122.86	6,218.02	19,295.22	25,513.24	51,067.64	M

ECREATION STATISTICS FOR 1936

e table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers										Emergency Service						Source of Information	No. of City
																		Paid Leadership				Expenditures			
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
...	2	...	...	2	62,712	...	.....	2	35,062	1	1	...	...	...	1	...	2	...	.....	.....	.....	.....	.....	.....	.....	G. C. Suttles	1
15	...	...	...	15	.....	...	.....	...	.....	2	14	...	...	...	...	1	25	1	7	18	...	...	65,000.00	7,500.00	84,000.00	Walter J. Cartier	2
3	18	...	...	21	148,403	4	121,265	2	26,000	2	3	...	...	...	...	2	13	5	29	17	29	17	87,195.24	17,760.35	105,605.59	C. R. Wood	3
...	1	...	...	1	35,550	2	158,910	1	1,200	...	...	...	...	...	1	...	...	...	3	1	3	1	.....	891.65	2,043.65	Charles Stapleton	4
3	6	...	...	9	[4]80,933	1	2,500	4	30,000	1	11	1	...	...	...	...	26	5	2	12	...	...	29,900.36	9,000.00	52,484.12	Daniel R. Neal	5
10	...	...	...	10	208,000	3	40,000	...	.....	...	8	...	1	...	1	4	1	...	12	15	9	9	40,000.00	.....	95,000.00	W. F. Bailey	6
...	1	...	...	1	36,000	3	500	...	.....	1	...	1	...	...	...	1	6	...	...	...	...	...	.....	.....	.....	Albert R. Bauman	7
7	1	...	...	8	63,980	1	.....	6	24,573	...	4	...	...	...	...	...	...	...	11	13	11	13	.....	.....	11,000.00	Dr. A. G. Spingler	8
...	4	...	...	4	[6]6,000	...	.....	1	.....	3	2	...	...	...	1	...	...	...	...	1	...	...	.....	.....	200.00	C. W. Davis	9
...	...	...	...	...	.....	2	28,916	...	.....	1	1	1	...	1	...	1	17	...	1	9	1	9	.....	.....	.....	J. E. L. Wade	10
...	...	...	10	10	484,001	...	.....	9	165,376	1	11	...	...	...	2	3	69	1	5	19	...	...	54,274.26	9,266.90	65,420.08	Loyd B. Hathaway	11
2	5	...	...	7	.....	1	.....	...	.....	2	2	...	...	1	...	1	6	...	2	...	...	...	60,000.00	.....	61,000.00	M. H. Atkinson	12
...	1	...	1	2	12,500	1	.....	...	.....	2	1	...	...	...	...	1	2	1	4	...	...	...	.....	.....	15,000.00	Noel Tharalson	13
...	1	...	...	1	8,000	...	.....	...	.....	...	1	1	...	...	...	...	...	...	1	2	1	...	.....	.....	2,000.00	A. J. Eide	14
...	3	...	...	3	12,000	...	.....	2	.....	...	...	...	...	1	...	1	8	1	8	6	...	...	.....	.....	21,152.00	Mrs. M. B. Kannowski	15
...	3	...	...	3	.....	...	.....	...	.....	...	1	...	...	...	...	1	6	3	...	...	...	...	.....	.....	.....	F. G. Kneeland	16
...	...	...	2	2	12,000	1	8,000	...	.....	2	1	1	1	...	...	...	1	1	2	...	...	...	.....	.....	1,500.00	C. G. Mead	17
...	1	...	1	2	2,000	...	.....	6	1,000	...	1	1	1	...	...	1	1	1	5	5	1	...	65.00	660.00	740.00	Merlin Olson	18
1	36	...	...	37	426,864	2	16,848	29	.....	1	16	1	...	...	2	...	26	3	94	54	...	...	.....	23,624.00	62,063.00	Willis H. Edmund	19
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	1	...	...	...	...	...	...	...	...	.....	.....	36,000.00	Charles A. Burns	a
...	1	...	...	1	17,800	...	.....	...	.....	1	1	...	...	...	...	...	2	...	...	1	...	...	200.00	135.00	335.00	A. H. Rhoads	20
...	1	...	...	1	16,500	...	.....	6	4,500	1	1	...	...	...	...	1	4	1	5	....	2	...	22,042.00	672.00	22,714.00	A. J. B. Longsdorf	21
...	2	5	...	7	32,000	1	700	4	8,000	1	4	...	1	...	...	1	10	1	3	4	1	...	2,000.00	3,162.00	5,371.00	Ford Murray	22
...	7	...	5	12	410,022	...	.....	16	54,422	...	5	...	...	...	...	3	18	3	290	75	164	52	88,000.00	25,000.00	241,200.00	C. W. Schnake	23
1	2	2	1	6	.....	2	.....	1	.....	...	3	1	...	...	...	...	6	...	2	1	2	1	.....	1,080.00	1,230.00	Walter McElroy	24
9	117	10	...	136	3,071,570	29	1,435,416	259	1,438,913	2	41	...	1	1	10	36	100	...	390	167	238	96	1,280,491.59	451,278.48	1,731,770.07	Tam Deering	25
...	30	...	17	47	1,226,215	5	853,422	...	.....	...	22	3	1	1	5	6	73	7	139	94	...	...	.....	.....	.....	J. Noble Richards	26
1	...	...	...	1	212,000	...	.....	...	.....	...	...	...	...	...	1	...	...	1	...	...	...	...	.....	.....	.....	George P. Bauer	a
...	48	...	2	50	1,798,271	...	.....	24	258,810	...	...	...	...	...	...	...	2	...	15	4	...	...	.....	16,182.00	16,182.00	G. I. Kern	b
...	...	...	...	...	.....	...	.....	...	.....	...	8	2	1	1	...	...	...	2	6	...	...	...	12,500.00	.....	12,500.00	Carl H. Buckwold	27
...	3	5	3	11	.....	...	.....	13	.....	1	6	...	...	...	1	...	17	...	12	8	...	...	.....	.....	[2]6,060.00	Earle D. Campbell	28
4	21	...	...	25	501,758	5	[6]171,312	11	[3]9,559	...	15	...	...	1	...	2	[83]38	14	15	9	7	6	.....	.....	29,797.39	Grace English	29
...	140	...	13	153	2,247,469	12	.....	43	.....	...	...	17	...	...	...	...	...	...	299	119	299	119	.....	.....	258,211.10	Charles L. Howells	30
6	28	...	...	34	626,560	16	312,250	16	154,225	4	10	1	1	3	1	2	54	10	51	32	51	32	.....	78,000.00	91,200.00	Edward V. Stoecklein	31
...	1	...	...	1	20,000	...	.....	...	.....	1	1	...	...	...	...	1	...	1	...	...	...	...	.....	.....	.....	Roy B. Cameron	32
1	...	...	...	1	.....	...	.....	...	.....	...	1	...	...	...	...	1	6	...	...	...	...	...	.....	.....	.....	Frank Wilford	33
...	14	2	...	16	[4]223,758	1	7,458	...	.....	3	6	...	...	1	...	1	12	3	18	14	...	...	.....	9,800.00	10,300.00	L. J. Smith	34
...	3	...	...	3	42,000	1	70,000	...	.....	1	1	...	...	...	...	...	2	1	11	4	3	2	.....	4,200.00	5,570.00	Claude Henkle	35
...	5	10	...	15	644,065	...	.....	18	247,443	3	5	...	...	...	1	...	20	3	24	6	3	3	.....	28,122.00	28,122.00	Charles A. Foster	36
...	...	...	...	...	.....	...	.....	...	.....	1	2	...	...	...	...	1	6	1	...	...	...	...	.....	.....	.....	William W. Ark	37
...	4	...	...	4	.....	1	3,250	...	.....	1	2	...	1	...	...	...	2	1	...	...	...	...	.....	.....	.....	Norman S. Coyne	38
1	9	5	...	15	287,384	1	36,903	4	5,402	1	5	...	...	...	...	...	2	3	37	21	15	7	5,318.01	34,044.25	71,422.45	Joe G. Shaffer	39
...	7	...	...	7	73,782	...	.....	...	.....	...	1	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Floyd Dent	40
...	...	...	...	...	.....	1	25,000	...	.....	1	1	...	...	...	...	...	6	...	...	...	...	...	.....	.....	.....	Warren W. Parks	41
...	1	...	...	1	1,800	...	.....	...	.....	1	1	...	...	...	...	...	5	1	1	...	...	...	.....	.....	500.00	Joe J. Di Matteo	42
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	C. H. Wells	43
...	8	...	...	8	197,500	...	.....	...	.....	2	2	...	...	...	...	1	20	...	6	8	6	8	.....	6,150.00	6,350.00	Loyd G. Millisor	a
1	2	1	...	4	.....	...	.....	18	.....	1	1	...	...	...	...	...	2	1	[182]	...	...	...	.....	.....	.....	James Warren	44
5	2	...	...	7	138,081	2	8,000	6	13,640	...	6	...	...	...	...	[42]1	9	1	9	17	8	8	.....	7,939.65	9,730.45	W. G. Llewellyn	45
...	1	...	...	1	2,775	...	.....	1	.....	2	5	...	...	...	...	1	4	...	...	...	...	...	.....	.....	.....	Iona Geckler	46
...	1	...	...	1	6,400	...	.....	...	.....	1	2	...	...	...	...	...	3	...	...	...	...	...	.....	.....	.....	C. E. Taylor	47
...	3	...	...	3	12,000	1	2,000	...	.....	1	2	...	...	...	...	...	4	1	5	1	...	...	.....	.....	700.00	George E. Lockman	48
...	9	...	...	9	63,500	...	.....	...	.....	1	2	...	...	...	...	...	8	1	11	6	...	...	.....	3,000.00	3,686.00	Raymond S. Mote	49
...	...	...	...	...	.....	...	.....	...	.....	...	...	1	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Frank Mitchell	50
...	4	...	...	4	45,000	1	90,000	...	.....	2	2	...	...	...	...	...	2	...	2	3	...	...	.....	.....	.....	J. M. Kelley	51
...	5	...	...	5	[4]25,000	...	.....	5	.....	6	2	...	...	...	1	...	24	...	...	...	...	...	.....	.....	.....	Charles A. Thornton	52
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	Bert Fix	53
...	1	...	...	1	14,564	...	.....	...	.....	1	1	...	...	...	...	...	2	...	2	...	...	...	.....	365.00	365.00	Frank G. Curtiss	54
...	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	1	...	...	6	...	...	...	...	...	.....	.....	.....	S. L. Fisher	55
1	5	...	1	7	74,931	1	82,286	5	6,173	2	2	...	1	...	...	3	8	...	11	7	8	4	8,707.00	14,827.00	62,255.00	R. B. McClintock	56
...	66	...	...	66	.....	4	.....	7	.....	3	20	1	1	[862]	...	8	30	4	221	77	72	48	530,210.00	159,186.00	689,396.00	Gordon Jeffery	57
...	...	...	...	...	.....	1	69,586	...	.....	...	...	...	...	...	...	...	2	...	5	4	4	3	.....	.....	.....	Clarence L. Thomas	a
...	2	...	...	2	30,000	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	George J. Kunzler	58
...	13	...	...	13	167,649	2	36,274	...	.....	2	6	...	...	...	...	1	12	2	10	8	6	3	80,000.00	.....	80,000.00	Gould Stewart	59
...	6	...	...	6	.....	...	.....	5	.....	...	...	...	...	...	...	...	...	1	12	12	...	...	.....	4,260.00	4,260.00	John H. Chase	60
...	22	...	...	22	[4]324,000	...	.....	...	.....	...	9	...	1	...	...	4	36	...	...	...	...	...	.....	.....	.....	Tom Pemberton	a
...	1	...	1	2	237,975	...	.....	...	.....	...	...	...	...	1	1	...	12	...	12	3	...	...	.....	2,730.00	[2]2,730.00	Kenneth C. Wible	b

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†
				Paid Workers			Volunteer Workers				Salaries and Wages				
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total	
	Oklahoma														
1	Cherokee	2,300	City Commission	3	1				68.34	158.60	123.00	751.77	874.77	1,101.71	M
2	Chickaska	14,099	Board of Park Commissioners	4	2				16,400.00	3,581.69			2,954.89	22,936.58	M
3	Cushing	10,000	Park Board and School Board	1							360.00	20.00	380.00	380.00	M
4	El Reno	10,000	City of El Reno	1					1,000.00	400.00	750.00	1,750.00	2,500.00	3,900.00	M
5	Miami	8,750	Department of Public Utilities	4	1					2,000.00			2,000.00	4,000.00	M
6	Oklahoma City	210,000	School Board	50	69					5,000.00	16,181.85	3,600.00	19,781.85	24,781.85	M
			Recreation Division, Park Department	23	45	1	392	632			13,243.10		13,243.10	39,562.76	M
7	Tulsa	142,000	Park Department	11	2	4	11			2,000.00			23,000.00	25,000.00	M
	Oregon														
8	Ashland	4,500	Park Board		1					25.00	120.00		120.00	145.00	M
9	Burns	2,550	Hines American Legion Post and School District No. 30	1										1,400.00	M&P
10	Carlton	765	Park Board	1	1		3		150.00	24.00	182.00	66.75	248.75	422.75	M
11	Dallas	3,300	Park Board	1					300.00	750.00			450.00	1,500.00	M
12	La Grande	8,000	Playground and Recreation Association		2		2	2							M&P
13	Newberg	3,700	Park Commission	1	1				500.00	500.00	500.00	800.00	1,300.00	2,300.00	M
14	Portland	301,815	Bureau of Parks, Department of Public Affairs	31	34	9		40			24,772.48			91,632.59	M
15	Salem	26,266	School Board and Park Board	7	2				3,036.87	2,363.58	1,612.47	889.33	2,501.80	7,902.25	M
16	Silverton	3,000	Park Board												M
17	The Dalles	6,000	Recreation Committee	2	1					303.51	930.00	37.50	967.50	1,271.01	M&P
	Pennsylvania														
18	Allentown	98,000	Recreation Commission and School Board	58	10	3	7	3	14,269.30	3,853.57	7,581.78	3,389.70	10,971.48	29,094.35	M&P
19	Altoona	85,000	Park and Recreation Commission	2	11									4,450.00	M
20	Avalon	6,000	Borough Council	2				4	2,635.00	2,195.00			2,350.00	7,180.00	M
21	Barnesboro	4,500	City of Barnesboro	2	1									100.00	M
22	Butler	23,000	City, School Board and Women's Club	4	4				2,000.00	560.00	1,262.50	200.00	1,462.50	4,022.50	M
23	Carlisle	12,596	Borough and Board of Education	8	9					227.95	1,044.00		1,044.00	1,271.95	M
24	Catasauqua	4,730	School Board	2			5	3	27,800.00	1,000.00	1,000.00	1,200.00	2,200.00	31,000.00	M
25	Chambersburg	14,000	Borough Council	1	4				1,800.00	650.00	1,050.00	700.00	1,750.00	4,200.00	M
26	Clairton	16,000	Park Commission, School District and Local Industries				1	1						1,150.00	M
27	Coatesville	15,000	Department of Parks and Public Property	6	6									4,640.00	M
28	Easton	40,000	School District	5						75.00	700.00		700.00	775.00	M
29	Ellwood City	13,952	Playground Association	2	3		1	3		613.72	1,000.00	100.00	1,100.00	1,713.72	M&P
30	Erie	116,000	Commissioners of Water Works	8						2,791.69	2,855.55	13,322.52	16,178.07	18,969.76	M
			School District	5	10					183.09	2,360.00		2,360.00	2,543.09	M
31	Greensburg	16,665	Playground Association	3	4				48.56	548.39	761.25	243.31	1,004.56	1,601.51	M&P
32	Harrisburg	80,339	Department of Parks	32	18									4,500.00	M
33	Honesdale	6,200	School Board, Union School District	1										225.00	M
34	Kutztown	3,000	School Board and Borough Council	2	3		5			55.00	295.00		295.00	350.00	M
35	Lancaster	62,000	Recreation and Playground Association	21	20	1	19	11	1,200.00	2,377.00	7,500.00		7,500.00	11,077.00	M&P
36	Lebanon	28,000	Progressive Playgrounds Association	1	1					344.00	490.00	52.00	542.00	886.00	M&P
			Southeastern Playground Association	1	1				335.99	154.38	311.78		311.78	802.15	M
37	Leesport	500	School Board and Recreation Board	1				2		300.00	150.00	10.00	160.00	460.00	P
38	Lewistown	13,357	Fifth Ward Playground Association											36.41	P
39	Lock Haven	9,000	Playground Association	1	5						410.00		410.00	930.64	M
40	Mechanicsburg	5,000	Park Board		1									2,300.00	M
41	Monongahela	7,500	Recreation Commission	2	2					150.00	400.00		400.00	550.00	M&P
42	New Castle	48,000	Board of Park Commissioners												M
43	Norristown	35,841	School Board	3	3					253.51	728.00		728.00	981.51	M
44	Palmerton	7,600	Neighborhood House, New Jersey Zinc Company	1	3	4	25	25							P
45	Philadelphia	1,950,961	Children's Playhouse	5	3	2				4,049.90	3,600.00	5,248.05	8,848.05	12,897.95	P
			Smith Memorial Playgrounds and Martin School Recreation Center	6	14	18	1	11		9,234.92	31,757.19	6,599.57	38,356.76	47,591.68	P
			Playground and Recreation Association	10	8	2	3	3	1,050.00	4,353.83	12,162.43	2,233.00	14,395.43	19,799.26	P
			Bureau of Recreation, Department of Public Welfare	176	123	86				801.00	45,064.00	172,953.99	132,379.05	305,333.04	351,198.04	M
			Fairmount Park Commission												M
			Division of Physical and Health Education, Board of Public Education	105	208					3,293.61	31,846.68	2,542.00	34,388.68	37,682.29	M
46	Phoenixville	12,500	Recreation Commission	3	5					700.00	2,100.00	150.00	2,250.00	2,950.00	M
47	Pittsburgh	650,000	Bureau of Recreation, Department of Public Works	146	105	44				53,664.40	110,751.92	90,310.90	201,062.82	254,727.22	M
			Department of Hygiene, Board of Public Education	45	38					725.00	18,532.50	2,343.50	20,876.00	21,601.00	M
			Soho Public Baths	1	3	1	1	1		331.06	1,739.85			2,070.91	M&P
			Department of Extension Education, Board of Public Education	38	6						4,512.00		4,512.00	[4]4,512.00	M
			Bureau of Police, Department of Public Safety											5,737.50	M
48	Reading	112,000	Department of Public Playgrounds and Recreation	50	50	8	76	53	758.95	12,526.23	24,103.95	5,130.05	29,234.00	[3]42,519.18	M&P
49	St. Marys	7,500	Boys' Club of St. Marys	3						31.35	1,207.82		1,207.82	1,239.17	P
50	Scranton	143,000	Bureau of Recreation, Department of Public Works	39	19	9	14	8	10,059.45	8,993.22	17,245.45	15,078.90	32,324.35	51,377.02	M
51	Shoemakersville	1,100	Borough Council	1	1					50.00	200.00	10.00	210.00	260.00	M&P
52	Somerset	4,500	Lions Club	1	1		35	15	2,500.00	300.00	450.00	150.00	600.00	3,400.00	P
53	Souderton	4,000	Playground Association	5	1									1,800.00	M&P
54	State College	5,000	Recreation Board	2	1					250.00	500.00		500.00	750.00	M
55	Sunbury	16,000	First National Bank, Trustee of The Oppenheimer Pleasure Grounds	4	3					2,000.00	1,225.00		1,225.00	3,225.00	P
			Kiwanis Club		1				130.00	15.00	120.00		120.00	265.00	P

RECREATION STATISTICS FOR 1936

he table.

Playgrounds Under Leadership						Recreation Buildings		Indoor Recreation Centers										Emergency Service						Source of Information	No. of City
																		Paid Leadership				Expenditures			
Year Round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
	1			1												1	1	1								Ira A. Hill	1
	2			2						1	1					1	6	4								Alderson Molz	2
	1			1	12,000						1															W. B. French	3
	2			2							1					1		2								C. C. Holden	4
	2			2	25,000	1	6,000			1	1					1	4									H. G. Freehauf	5
	33			33	667,640			33	520,542	2	5				6		19	1								Herschell Emery	6
10	11			21	4,365,660	2	79,015			1	12	1	[6]1	[6]2		8	26	14	39	79	39	79	25,000.00	48,593.62	75,593.62	G. W. Danielson	a
1	25			26	490,000						3			1		2	41	16								Roy U. Lane	7
	1			1	5,000			1	100	2										2			100.00	100.00	Dorothy Bergstrom	8
	1			1	18,000											1										J. J. Donegan	9
																1										Claude Simmons	10
	5		1	6	16,368			2	4,600		2					1				2			200.00		200.00	J. R. Allgood	11
	1			1												1				2						Elmo N. Stevenson	12
																1	2	1	1	2				200.00	1,000.00	William Morse	13
	22			22	589,710	5	165,190			3	13		1	2		7	61	20								Katharine E. Funk	14
	3			3	152,244			2	12,240	2	2					2	10		17	15				1,435.61	1,435.61	Vernon Gilmore	15
																1										Mrs. J. P. Ballantyne	16
	2			2	9,100	1	3,600	1	3,600	1	1	1						1								J. H. Steers	17
	19			19	659,807	1	54,000	5	60,000	1	8	2			1	3	7	1	12	10			286,100.00	22,200.00	308,300.00	Irene Welty	18
	15			15	[4]20,000	1				8	5					2	8		57	35					4,000.00	R. H. Wolfe	19
	1			1	[4]4,500											1							10,000.00		10,000.00	Joseph N. Arthur	20
											1					1										H. E. Drew	21
	4			4	53,000			4	1,800								6									Ellis W. Love	22
	6			6	28,060					1																George P. Searight	23
	1			1	50,000					1	1					1	3		3	1					22,200.00	J. Russell Moat	24
	5			5	[4]48,000					2	2						6	2	3	1					500.00	F. D. Rhodes, Jr.	25
	7			7	53,000	1	2,000	2	5,000	1	2				1	1	7	1	20	20	2	1			15,500.00	C. J. McMahon	26
1	5			6	98,164	1				4	4	2				1	12		4	1						Chester Ash	27
	5			5	50,000											2										W. A. Siemons	28
	4			4	75,892					1	2					1	4	1								Russel Schill	29
											1	1				1										J. S. Dunwoody	30
	9			9	65,688					4	2				3		17			15						D. G. Evans	a
	6			6	32,981														5						1,432.50	A. W. Leeking	31
	17			17						1		1	1				26	3								Wm. C. Pelton	32
	3			3	[4]21,000			2	200	2	4					1	1	1	3	3			4,900.00		[2]4,900.00	J. J. Koehler	33
	1			1	6,750			1	300	1	1															Oscar L. Stein	34
	17			17	345,607	1	15,000	6	26,950	2	1						36	2	15	3				14,000.00	14,000.00	Grant D. Brandon	35
			1	1	27,000	1	1,800				1						1						250.00		250.00	E. F. Frank	36
	1			1	27,860												2									Paul E. Kuhlman	a
	1			1	10,000			1	5,000	1	1						2									Lloyd L. Clemens	37
			1	1						1	1						1		2	1				996.00	Mrs. S. L. Allison	38
	4			4	33,894						5						6	1								Mrs. W. T. Betts	39
	1			1						1	1						6	1	10					20,000.00	W. W. Strong	40
	2			2						1	1						9	2								Mrs. William H. Sutman	41
	7			7		2	10,000	1		1	1			1		1	2	1	6	3						Owen P. Fox	42
	5			5	51,650					3	3						6									Harold R. Kratz	43
	2			2	51,800	1	105,000	2	11,200	1	1					1	2									B. Margaret Tennant	44
1				1		1	82,567			1								1								H. M. Shipe	45
3				3		2	[8]7255,066	1	71,865										15	9	13	7				Mrs. P. H. Valentine	a
2	8			10	[4]116,742	1	28,000	8	5,000									1	12	16	8	12				C. H. English	b
40				40	[16]7,094,700	19				43	38	1				38	40	13	74	62	74	62		127,969.00	172,354.00	Gertrude MacDougall	c
	3			3	34,472					2	44	6	[8]81	2			144		6	4	4	1				Alan Corson	d
	91			91	[4]475,436			1	13,980	5	5						6									Grover W. Mueller	e
	4			4	30,000			2	1,585		3						7		1	1			650.00	650.00	John Magyar	46
15	86			101	[4]1,302,871	15	1,547,558	10			36			1		20	4	4	17	15						Louis C. Schroeder	47
	18			18	377,285					10	10					18	9									Harry B. Burns	a
	1			1	[4]4,342											1		1								Mrs. Charles W. Houston	b
								12								17										Dr. C. R. Hoechst	c
												14														James F. Walsh	d
	22		5	27	619,395	3	114,491	14	516,457	1	4					1	24	2	17	4	17	4	238,000.00	18,048.00	271,628.00	Thomas W. Lantz	48
	1			1	17,128			1	954																	Henry J. Brock	49
	15			15	190,059	4				4	23					1	3	8	3	23	35	4	2	50,055.84	14,144.00	96,319.84	Robert B. Dixon	50
	1			1	15,000			1	500	1	1							1								George A. Swoyer	51
	1			1	45,650					1								1								A. J. Kerin	52
	1			1						1	2					1	2									Floyd G. Frederick	53
	1			1	3,744																					Mrs. H. B. Northrup	54
	1			1	[4]36,000						1						1	1								W. H. Foltz	55
	1			1	7,800			1	400		1							1	1					270.00	270.00	Paul F. Keefer	a

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †
				Paid Workers			Volunteer Workers				Salaries and Wages			Total	
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total		
	Penn.—Cont.														
1	Swissvale	17,000	Board of Recreation	3	4	....	12	8	50,000.00	900.00	750.00	1,850.00	2,600.00	53,500.00	M
2	Warren	14,863	Park Commission	1	5	....	....	....	....	574.98	1,050.00	....	1,050.00	1,624.98	M
3	Washington	25,000	Playground Association	1	19	....	....	....	500.00	75.00	960.00	80.00	1,040.00	1,615.00	M
4	West Chester	12,500	Civic Association Recreation Council	6	....	....	35	20	....	690.91	230.00	1,148.49	1,378.49	2,069.40	P
5	West Reading	5,000	Board of Recreation	4	2	....	....	....	853.23	5,660.53	1,451.67	1,244.33	2,696.00	9,209.76	M
6	Wilkes Barre and Wyoming Valley[91]	250,000	Playground and Recreation Association	30	28	3	50	75	....	5,742.61	13,427.78	300.00	13,727.78	19,470.39	M
7	Williamsport	55,000	Department of Parks and Public Property	11	10	....	....	....	....	....	....	....	....	9,385.00	M
8	Wyomissing	4,111	Playground Association	2	2	....	....	....	....	2,032.16	964.13	916.29	1,880.42	3,912.58	M
9	York	55,000	Recreation Commission Crispus Attucks Community Center[33]	21 1	25	2 1	41 3	64 3	500.00	1,300.00 2,100.00	6,080.00 1,800.00	853.85 481.00	6,933.85 3,281.00	8,733.85 4,381.00	M P
	Rhode Island														
10	Barrington	5,000	Maple Avenue Community House, Inc.	....	2	1	2	5	....	607.33	1,560.00	260.00	1,820.00	2,427.33	P
11	Berkeley	2,000	Cumberland Post No. 14, American Legion	....	1	....	4	....	....	50.00	100.00	....	100.00	150.00	P
12	Central Falls	23,996	Recreation Board	11	10	....	....	....	....	749.02	2,734.82	....	2,734.82	3,483.84	M
13	Cranston	48,000	Board of Recreation	7	3	....	....	....	38,100.00	1,800.00	1,300.00	....	1,300.00	41,200.00	M
14	East Providence	30,000	Board of Recreation	7	8	....	....	....	200.00	1,400.00	1,300.00	....	1,300.00	2,900.00	M
15	Newport	30,000	Board of Recreation Commissioners	2	1	3	....	....	19,599.00	3,514.85	6,617.30	2,223.85	8,841.15	31,955.00	M
16	Providence	252,981	Board of Recreation Park Department[92]	48 3	71 2	10 5	....	....	....	7,955.61 7,875.44	19,971.69 8,701.60	....	19,971.69 41,714.16	27,927.30 49,589.60	M M
17	South Kingstown[93]	6,010	Neighborhood Guild and Town Council	2	4	2	1	2	....	595.00	5,325.00	33,012.56 900.00	6,225.00	6,820.00	M&P
18	Woonsocket	46,822	Department of Public Works	3	1	....	....	....	....	....	500.00	....	....	750.00	M
	South Carolina														
19	Charleston	67,000	Board of Parks and Playgrounds	3	10	13	10	4	6,079.65	....	....	....	....	[2]26,269.01	M
20	Columbia	51,581	City of Columbia	....	1	1	....	....	2,536.54	18.96	1,320.00	1,175.00	2,495.00	5,050.50	M
21	Greenville	29,154	Phillis Wheatley Association[35]	1	2	3	5	7	31.00	57.11	2,268.00	21.30	2,289.30	2,377.41	P
22	Orangeburg	10,000	Playground Commission	....	3	1	9	14	658.00	546.00	1,130.00	....	1,130.00	2,334.00	M
23	Spartanburg	30,000	Playground and Recreation Department	....	1	....	....	....	....	....	....	....	....	....	M
24	Sumter	16,653	Park Department, City and W. P. A.	....	....	....	....	5	500.00	250.00	....	....	....	750.00	M
	South Dakota														
25	Aberdeen	18,000	Park Board	....	1	....	....	....	....	367.46	212.50	....	212.50	579.96	M
26	Canton	2,542	Chamber of Commerce	1	1	....	....	....	600.00	900.00	600.00	300.00	900.00	2,400.00	P
27	Clark	1,700	Board of Education	1	....	....	....	....	100.00	75.00	600.00	....	600.00	775.00	M
28	Dell Rapids	1,657	Park Board	1	....	....	....	....	1,737.51	1,203.44	640.47	437.06	1,077.53	4,018.48	M
29	Huron	12,000	City Commission	1	....	....	....	....	2,100.00	225.00	375.00	....	375.00	2,700.00	M
30	Madison	5,200	City and N. Y. A.	1	....	....	....	1	....	....	....	....	....	[2]180.00	M
31	Mitchell	12,000	Park Board and W. P. A.	3	....	....	....	2	4,500.00	1,270.00	1,600.00	2,800.00	4,400.00	10,170.00	M
32	Pierre	4,000	City, N. Y. A. and W. P. A.	....	1	....	....	....	....	110.00	180.00	....	180.00	[2]290.00	M
33	Rapid City	15,000	Recreation Board	2	1	....	1	6	100.00	....	210.00	90.00	300.00	400.00	P
34	Sioux Falls	35,000	Park Department, School Board and P. T. A.	....	1	....	....	3	....	300.00	275.00	....	275.00	[96]575.00	M&P
35	Watertown	10,024	Park Board	....	....	....	....	....	2,961.72	575.95	....	1,185.72	1,185.72	4,723.39	M
	Tennessee														
36	Chattanooga	119,759	Department of Public Utilities, Grounds and Buildings	9	29	....	30	10	212.76	9,532.00	3,165.85	12,004.50	15,170.35	[24]24,915.11	M
37	Johnson City	25,080	Board of City School Commissioners	1	1	....	....	....	....	40.00	81.00	....	81.00	121.00	M
38	Kingsport	12,000	School Board	2	2	....	....	....	....	86.00	668.75	....	668.75	754.75	M
39	Knoxville	153,799	Recreation Bureau, Department of Public Welfare	4	....	4	6	8	....	....	5,606.00	....	5,606.00	22,494.23	M
40	Memphis	283,225	Recreation Department, Park Commission	37	46	46	....	....	2,481.97	23,715.86	47,107.52	11,932.79	59,040.31	85,238.15	M
41	Nashville	153,866	Board of Park Commissioners	3	11	14	....	....	73,135.99	32,897.00	14,826.48	....	14,826.48	120,859.47	M
42	Paris	12,000	Community Service Club	....	3	....	3	7	....	2,050.00	1,350.00	1,440.00	2,790.00	4,840.00	M&P
	Texas														
43	Austin	77,000	Recreation Department	62	27	9	40	26	13,419.89	8,841.99	27,236.34	7,460.00	34,696.34	[99]56,958.22	M
44	Beaumont	65,000	Graham Congregational Church[33]	....	1	1	2	3	185.00	475.62	600.00	....	600.00	1,260.62	P
45	Big Spring	15,500	City Park Department	[100]	....	1	....	....	1,487.31	4,776.53	1,007.50	3,123.48	4,130.98	10,394.82	M
46	Dallas	331,244	Playground Department, Park Board	14	36	20	....	....	....	....	17,726.00	....	....	67,209.19	M
47	El Paso	106,000	Community Center	2	2	4	9	3	....	6,000.00	4,000.00	2,000.00	6,000.00	12,000.00	P
48	Fort Worth	153,447	Public Recreation Board	26	17	15	....	....	9,984.59	20,712.81	11,303.00	19,856.23	31,159.23	61,856.63	M
49	Galveston	56,000	Recreation Department[101]	1	....	1	....	....	1,000.00	....	....	....	....	16,790.00	M
50	Graham	5,000	City of Graham	4	....	....	....	....	2,500.00	500.00	....	....	....	[3]3,300.00	M
51	Highland Park	10,250	Park Department	3	....	....	....	....	368.42	2,119.17	790.02	268.96	1,058.98	3,546.57	M
52	Houston	356,000	Recreation Department Park Department	26	8	12	3	9	....	24,117.82	17,937.47	2,520.00	20,457.47	44,575.29	M&P M
53	La Grange	2,354	Chamber of Commerce	....	....	....	15	....	....	36.00	....	40.00	40.00	76.00	M
54	Luling	5,900	Park Department	1	....	....	....	....	....	....	....	....	....	[2]1,500.00	M
55	Pampa	13,000	City of Pampa	1	2	....	10	10	....	100.00	900.00	....	900.00	[2]1,000.00	M
56	Panhandle	1,400	P. T. A.	....	....	....	4	5	....	7.59	....	....	....	7.59	P
57	Plainview	9,000	Playground Association	....	....	....	1	2	....	....	....	....	....	....	M
58	San Angelo	29,000	City and W. P. A.	1	....	....	2	1	....	300.00	432.00	....	432.00	732.00	M&P
59	San Antonio	254,789	Park Department	6	7	13	....	....	29,308.00	9,954.34	11,770.30	5,324.00	17,094.30	56,356.64	M
60	Waco	60,000	Recreation Department	2	4	6	10	8	2,675.00	3,670.00	4,200.00	1,800.00	6,000.00	12,345.00	M
61	Wichita Falls	50,000	Park Department	3	2	....	....	....	2,956.80	....	....	....	....	6,020.00	M
	Utah														
62	Bingham Canyon	3,200	American Legion, Civic Organizations and Board of Education	1	....	....	....	....	....	123.79	225.00	105.00	330.00	453.79	M&P
63	Eureka	3,000	School Board	1	....	....	....	....	....	100.00	200.00	....	200.00	300.00	M

ECREATION STATISTICS FOR 1936

table.

Year Round	Playgrounds Under Leadership: Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Recreation Buildings: Number	Total Yearly or Seasonal Attendance, Participants Only	Indoor Recreation Centers: Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service: Paid Leadership: Number of Men	Number of Women	Employed Full Time: No. of Men	No. of Women	Expenditures: Land, Buildings, Permanent Equipment	Leadership	Total	Source of Information	No. of City
..	4	...	...	4	80,000	...	...	2	3,000	1	1	...	...	...	...	...	...	1	21	20	...	...	...	3,500.00	15,500.00	Edwin Paulie	1
..	4	...	...	4	...	...	...	...	...	2	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	M. L. Dougherty	2
..	9	...	...	9	[4]39,000	6	...	3	...	1	...	[90]1	...	...	...	...	...	...	...	...	...	...	...	...	...	Olga Hoagland	3
..	1	...	...	1	76,646	...	...	...	...	1	1	...	...	...	...	...	1	5	1	...	1	...	...	...	8,864.00	Clinton E. Moffett	4
..	31	...	...	31	537,500	...	...	17	62,000	8	35	...	...	...	...	...	26	4	55	58	...	...	...	22,000.00	22,000.00	John H. Shaner	5
..	11	...	...	11	200,872	...	...	...	...	...	11	1	...	...	...	...	2	...	13	12	...	...	...	1,500.00	1,500.00	Ruth E. Swezey	6
..	2	...	...	2	40,000	1	2,500	...	...	2	2	...	...	...	...	1	7	...	...	...	...	...	...	...	...	Kathryn Lannert	7
..	10	...	...	10	119,877	2	6,240	6	9,852	1	...	...	...	...	...	...	16	...	12	8	...	...	...	1,584.00	1,584.00	Allen W. Rank	8
...	...	...	...	...	...	1	28,000	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1	...	1,585.00	2,725.00	Sylvia Weckesser	9
..	1	...	...	1	[4]2,600	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Chester N. Hayes	a
..	2	...	...	2	5,000	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Charles E. Blake	10
..	9	...	...	9	[4]60,334	...	...	...	...	...	1	...	...	...	1	...	2	...	...	...	...	...	...	...	...	John T. McNulty	11
..	6	...	...	6	[4]60,000	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	James E. Morgan	12
..	7	...	...	7	56,000	...	...	...	...	2	3	...	...	...	...	...	4	...	14	14	...	...	27,000.00	...	27,000.00	Everett W. Higson	13
5	3	...	...	8	54,834	3	25,633	1	918	4	4	3	...	...	...	...	11	...	10	6	7	1	3,000.00	2,000.00	5,000.00	Otho F. Smith	14
7	...	...	26	33	1,500,000	17	...	2	...	14	19	...	...	...	...	...	...	11	8	...	8	...	32,897.00	...	[2]32,897.00	Arthur Leland	15
...	...	...	...	...	...	1	50,000	...	...	...	...	...	...	1	...	...	38	11	...	...	...	...	...	2,586.03	2,586.03	Marion E. Tracey	16
1	4	...	...	5	7,576	2	17,889	...	...	1	...	1	...	...	...	1	1	...	3	2	...	...	...	...	...	Martin F. Noonan	a
..	4	...	...	4	73,000	...	...	...	...	2	2	...	...	...	...	2	9	...	...	...	...	...	...	...	...	Emma H. Howe	17
9	...	...	...	9	867,000	1	...	...	...	1	5	...	...	1	...	[94]2	8	2	13	12	11	4	...	...	13,071.64	Raymond Cote	18
10	...	...	...	10	414,059	2	...	4	...	...	5	...	...	...	...	...	9	1	1	18	1	18	...	...	...	Corrinne V. Jones	19
6	4	1	...	11	298,577	1	53,211	...	...	1	1	...	...	...	...	1	3	...	2	5	2	4	...	2,382.00	2,412.00	Mrs. Ethel Leonard	20
8	...	...	...	8	...	5	1,150	3	250	...	8	...	...	...	...	...	5	...	12	9	12	9	...	9,609.60	9,609.60	Mrs. Hattie Duckett	21
9	1	...	...	10	18,000	2	3,000	...	...	3	4	...	...	...	2	1	14	1	7	11	7	11	...	...	12,000.00	Mrs. Martha Zeigler	22
4	...	...	...	4	...	...	...	13	...	...	...	...	...	...	...	...	4	1	2	10	2	10	...	...	5,877.43	Mrs. S. N. Burts	23
..	4	...	...	4	...	1	8,640	3	12,520	...	...	2	...	...	...	...	8	2	35	21	...	...	...	14,400.00	14,400.00	Mrs. J. L. Dillon	24
..	1	...	...	1	10,000	...	...	10	500	1	1	...	...	...	...	...	2	...	...	...	...	...	...	...	...	Alice Gambrel	25
2	2	1	...	5	...	...	...	1	400	1	3	1	...	...	...	...	2	...	2	3	...	...	...	300.00	435.00	A. N. Bragstad	26
..	1	...	...	1	...	...	...	...	...	1	1	1	...	...	...	...	2	1	...	...	...	...	3,000.00	...	3,000.00	Edw. F. Voss	27
..	4	...	...	4	23,183	...	...	4	4,497	2	3	1	...	2	...	...	2	...	20	9	...	...	...	4,000.00	4,000.00	E. P. Van Buren	28
..	3	...	...	3	10,507	...	...	...	...	1	1	...	...	...	...	...	3	...	6	7	...	...	...	...	[2]35.00	Loftus H. Ward	29
..	6	...	...	6	...	2	2,863	...	...	1	4	1	1	...	1	...	5	3	3	11	...	...	12,270.00	3,574.40	15,844.40	L. M. Rangust	30
..	4	...	...	4	31,450	...	...	4	200	...	...	...	...	...	...	[95]1	...	...	5	7	...	...	...	210.00	1,364.00	Thomas Eastcott	31
..	6	...	...	6	...	...	...	6	60,000	...	3	1	...	...	...	...	1	...	6	16	...	...	...	1,800.00	2,160.00	J. E. Dalton	32
..	14	...	...	14	[9]775,712	...	...	14	...	...	2	2	...	1	...	1	12	2	24	58	...	...	...	7,008.00	9,024.00	Vincent Janda	33
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	5	...	...	...	...	...	...	...	...	J. H. Fitzgerald and Faye S. Jasmann	34
..	30	16	...	46	110,000	3	30,000	7	3,000	4	10	1	2	1	...	1	34	2	4	12	4	12	...	...	...	Mary Andrew	35
5	...	1	...	5	...	...	...	1	...	...	...	...	...	...	...	...	1	...	1	4	1	4	...	3,900.00	3,920.00	C. Edward Hargraves	36
..	1	...	...	1	13,336	...	...	...	...	1	1	...	...	...	...	...	3	...	...	...	...	...	...	...	...	Ray G Bigelow	37
19	25	...	...	44	701,010	1	1,154	61	33,477	4	10	...	...	1	...	...	25	2	50	95	50	95	...	20,891.16	37,781.31	Paul R. Elliott	38
..	8	...	20	28	1,912,345	4	[4]8249,304	20	[4]867,848	2	8	...	2	1	...	3	37	21	10	17	...	...	...	11,318.70	25,884.24	Jack Coughlin	39
10	6	...	...	16	[9]81,837,533	12	...	...	...	9	13	...	2	1	...	12	37	3	5	8	5	8	...	...	...	Minnie M. Wagner	40
1	1	2	...	4	20,004	2	...	3	...	...	3	...	...	...	...	2	5	1	2	2	...	...	...	...	...	J. Glenn Skinner	41
1	...	...	12	13	882,498	4	89,998	4	...	...	6	2	...	...	...	6	13	8	7	1	...	...	25,144.40	1,215.00	26,359.40	Mary Will Dortch	42
1	...	...	...	1	62,890	1	8,742	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	James A. Garrison	43
...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	1	2	1	...	...	...	...	...	...	...	Charles F. L. Graham	44
14	2	...	10	26	1,023,070	7	783,561	...	...	1	28	1	...	3	...	2	96	25	29	94	29	94	...	32,337.68	32,337.68	H. W. Whitney	45
1	...	...	...	1	...	1	120,000	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	Ruth Garver	46
52	...	...	...	52	980,000	5	280,000	5	65,000	...	24	1	...	2	...	4	38	3	488	439	42	44	9,945.91	106,420.00	161,533.91	J. R. Taylor	47
4	1	...	...	5	...	3	...	...	...	1	4	1	...	1	...	...	9	...	6	7	...	...	...	10,756.00	10,756.00	R. D. Evans	48
...	...	...	4	4	...	...	...	2	...	2	1	...	1	...	1	...	4	1	...	...	...	...	9,000.00	...	9,000.00	J. R. Greenan	49
..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	6	1	...	...	...	...	4,837.58	...	4,837.58	J. J. Gallaher	50
12	4	...	5	21	783,107	8	173,653	9	28,354	...	12	...	...	...	...	...	41	1	120	60	...	...	...	132,074.20	...	Roderic B. Thomas	51
..	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	Corinne Fonde	52
..	1	...	...	1	25,000	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	C. L. Brock	a
..	...	...	...	...	...	...	...	7	...	2	2	1	1	...	...	...	3	...	...	...	...	...	...	...	...	E. A. Giese	53
..	5	...	...	5	9,000	1	1,500	...	...	1	4	...	...	...	...	[61]1	8	2	...	...	...	...	...	...	...	Zeb V. Nixon	54
..	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	C. L. Stine	55
..	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Mrs. Gary Simms	56
7	...	...	...	7	109,965	...	...	...	...	...	7	...	...	...	...	...	7	1	7	7	7	7	...	9,163.18	9,163.18	W. J. Klinger	57
19	...	...	...	19	239,000	10	...	6	...	9	13	2	1	1	...	8	35	2	8	20	8	20	...	17,580.03	17,580.03	Mrs. James E. Lett	58
14	1	...	...	15	347,843	1	56,755	...	...	2	4	...	...	1	...	1	14	6	16	20	16	20	...	18,000.00	18,000.00	Mary Wilson Young	59
...	...	...	...	...	...	...	...	...	...	...	3	...	...	1	...	...	15	2	2	2	...	...	...	...	...	R. H. Schulze	60
..	1	...	...	1	12,546	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	Frank Collier	61
..	3	...	...	3	10,000	...	...	2	3,000	1	1	...	...	...	...	...	2	...	2	1	1	1	...	360.00	360.00	Bailey J. Santistevan	62
																										Seth Parkinson	63

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)					Source of Financial Support†	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages						
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total	Total		
	Utah—Cont.															
1	Logan	10,000	City Commission and Board of Education	1	2	....	....	....	727.80	.....	600.00	720.00	1,320.00	2,047.80	M	1
2	Murray City	5,200	Murray City	....	....	....	....	....	.....	.....	.....	.....	.....	1,500.00	M	2
3	Ogden	45,000	Recreation Department	7	7	....	6	6	12,680.00	500.00	2,500.00	150.00	2,650.00	15,830.00	M	3
4	Provo	16,000	School Board, City Commission and W. P. A.	4	12	....	12	20	1,579.00	1,366.00	.....	.....	4,700.00	7,645.00	M	4
5	Salt Lake City	143,000	Park and Recreation Department	40	27	12	8	1	44,051.26	20,615.37	18,466.00	59,224.66	77,690.66	142,357.29	M	5
	Vermont															
6	Barre	12,000	Recreation Bureau	9	2	....	....	....	.....	300.00	800.00	900.00	1,700.00	2,000.00	M	6
7	Barton	1,362	Improvement Club	....	....	....	....	....	.....	70.67	.....	350.00	350.00	420.67	M&P	7
8	Morrisville	1,822	Municipal Golf Course	1	....	....	....	....	.....	.....	.....	.....	.....	[102]1,500.00	M&P	8
9	Putney	800	Community Center, Inc	1	1	....	....	....	.....	.....	.....	.....	.....	2,200.00	P	9
10	Rutland	17,315	Park Board and School Board	2	1	....	....	....	.....	703.11	858.53	.....	858.53	1,561.64	M	10
	Virginia															
11	Alexandria	30,000	Department of Playgrounds	....	8	....	....	....	.....	360.00	1,840.00	.....	1,840.00	2,200.00	M	11
12	Charlottesville	16,000	Recreation Department, Department of Parks	....	1	1	....	....	.....	2,412.10	940.00	100.00	1,040.00	3,452.10	M	12
13	Danville	25,000	Recreation Division, Department of Public Welfare	1	....	1	5	2	.....	575.00	1,425.00	.....	1,425.00	2,000.00	M	13
14	Fredericksburg	7,500	Kiwanis Club and School Board	1	....	....	....	....	.....	175.00	300.00	.....	300.00	475.00	P	14
15	Lynchburg	42,000	Recreation Department	10	15	10	27	21	.....	.....	6,282.00	.....	.....	12,782.00	M	15
16	Newport News	3,500	School Board	7	7	....	....	....	.....	262.65	3,003.75	.....	3,003.75	3,266.40	M	16
17	Norfolk	129,710	Department of Public Welfare	2	....	....	....	....	.....	.....	.....	.....	.....	15,000.00	M	17
18	Petersburg	30,000	Recreation Department	1	....	....	....	....	.....	.....	600.00	.....	600.00	2,000.00	M	18
19	Richmond	185,000	Bureau of Parks and Recreation, Department of Public Works	10	30	1	....	....	20,000.00	9,000.00	11,000.00	4,000.00	15,000.00	44,000.00	M	19
			Community Recreation Association[103]	1	3	1	....	....	.....	564.18	.....	.....	4,620.00	5,184.00	P	a
			Colored Recreation Association[33]	2	2	2	7	12	.....	3,467.23	3,528.00	1,395.00	4,923.00	8,390.23	P	b
20	Roanoke	71,000	Department of Recreation	9	10	1	2	5	.....	1,921.00	4,682.11	883.00	5,565.11	7,486.11	M	20
21	Salem	5,000	City Council	2	....	....	1	2	.....	455.99	426.50	.....	426.50	882.49	M	21
	Washington															
22	Aberdeen	20,393	City Park Board	1	2	....	....	....	.....	150.00	450.00	.....	450.00	600.00	M	22
23	Hoquiam	12,000	Park Board	1	1	....	....	....	.....	.....	300.00	900.00	1,200.00	1,200.00	M	23
24	Olympia	12,000	Y. M. C. A., City and W. P. A.	2	2	....	....	....	.....	.....	.....	.....	.....	.....	M&P	24
25	Port Angeles	12,000	School Board	....	1	....	....	....	150.00	80.00	150.00	25.00	175.00	405.00	M	25
26	Pullman	3,000	Kiwanis Club	1	1	....	....	....	.....	150.00	600.00	100.00	700.00	850.00	P	26
27	Seattle	450,000	Park Board	25	25	21	3	9	15,106.88	14,530.48	.....	.....	132,525.45	162,162.81	M	27
28	Spokane	115,514	Park Board	36	9	1	....	....	2,768.16	14,145.88	15,360.40	29,000.05	44,360.45	61,274.49	M	28
29	Tacoma	106,000	Recreation Division, Metropolitan Park District	20	7	1	....	....	15,930.66	5,261.47	9,169.00	6,234.30	15,403.00	36,595.43	M	29
30	Walla Walla	15,976	City, Park Department and Civics Art Club	....	5	....	....	....	435.98	2,190.13	450.00	5,271.87	5,721.87	8,347.98	M	30
31	Wapato	1,200	City of Wapato	1	....	....	....	....	.....	.....	.....	.....	.....	.....	M	31
32	White Salmon	1,000	Columbia Union High School	1	....	....	....	....	.....	.....	150.00	.....	.....	225.00	M	32
	West Virginia															
33	Fairmont	25,000	City Playground Association	6	7	....	1	....	.....	558.56	1,203.00	58.00	1,261.00	1,819.56	P	33
34	Huntington	80,000	Lions Club	1	....	....	....	....	60.00	97.50	62.50	110.00	172.50	330.00	P	34
35	Martinsburg	18,000	Parent Teachers Association	....	1	....	....	....	.....	.....	30.00	10.00	40.00	40.00	P	35
36	Morgantown[106]	16,186	Recreation Council of Monongalia County	....	2	2	....	....	.....	600.00	2,400.00	.....	2,400.00	3,000.00	M	36
37	Moundsville	18,000	Playground Association	5	2	....	7	7	.....	.....	.....	.....	.....	3,815.00	M&P	37
38	Parkersburg	30,000	City and Board of Recreation	6	4	1	....	....	17,500.00	1,945.00	2,200.00	600.00	2,800.00	22,245.00	P	38
39	St. Marys	2,500	Kiwanis Recreation Company, Inc	1	1	....	2	....	24.55	827.11	328.55	.....	328.55	1,180.21	P	39
40	Wheeling	61,000	Recreation Bureau	21	19	2	....	....	.....	1,995.73	7,677.48	4,875.87	12,553.35	14,549.08	M	40
			Park Commission	18	5	1	80	125	.....	.....	.....	.....	.....	57,400.00	M&P	a
41	Williamson	11,000	Kiwanis Club and City	1	....	....	[182]	....	50.00	50.00	225.00	.....	225.00	325.00	P	41
	Wisconsin															
42	Beloit	25,000	Recreation Department	8	7	....	2	3	.....	.....	1,620.00	.....	.....	13,145.00	M	42
43	Berlin	4,200	Board of Education	1	....	....	....	....	.....	50.00	200.00	.....	200.00	250.00	M	43
44	Birnanwood	571	School Board	....	....	....	1	1	.....	.....	.....	.....	.....	150.00	M	44
45	Burlington	4,300	Park Board	1	....	....	....	....	.....	.....	300.00	.....	.....	[3]375.00	M	45
46	Columbus	2,500	Fireman's Park Association	....	....	....	....	....	.....	200.00	.....	425.00	425.00	625.00	M	46
47	Eau Claire	28,780	Board of Education and City Council	2	1	....	....	....	.....	357.69	975.00	.....	975.00	1,332.69	M	47
48	Fond du Lac	26,000	Recreation Department, Board of Education[107]	14	11	....	....	9	.....	.....	2,854.14	2,815.82	5,669.96	6,004.26	M	48
49	Green Bay	40,000	Park Board	6	8	....	....	....	.....	423.59	1,368.50	1,784.22	3,152.72	3,576.31	M	49
50	Janesville	26,000	Playground Committee	18	15	....	2	8	.....	.....	.....	.....	.....	9,200.00	M	50
51	Kenosha	50,262	Department of Public Recreation, Board of Education	65	40	1	....	....	.....	3,321.46	7,984.83	3,016.83	11,001.60	14,323.12	M	51
			Park Department	3	....	....	....	....	113,705.49	7,297.24	.....	18,335.50	18,335.50	139,338.23	M	a
52	Kohler	1,728	School Board	1	1	....	....	....	.....	.....	290.00	.....	.....	350.00	M	52
53	Kimberly	2,300	Playground Commission	1	1	....	....	....	.....	452.00	548.00	.....	548.00	1,000.00	M	53
54	La Crosse	41,000	Board of Education	7	5	....	....	....	.....	1,000.00	1,048.00	.....	1,048.00	2,048.00	M	54
55	Madison	60,000	Department of Recreation, Board of Education	17	12	1	....	....	.....	10,114.81	14,762.74	.....	14,762.74	24,877.55	M	55
56	Manitowoc	24,000	Recreation Board	1	....	....	....	....	.....	1,200.00	.....	.....	.....	2,550.00	M	56
57	Marinette County[108]	26,000	Board of Education and W. P. A.	2	1	....	4	3	.....	.....	500.00	.....	.....	21,500.00	C	57
58	Menasha	9,062	Park and Recreation Board	10	....	....	....	....	.....	.....	.....	.....	.....	9,000.00	M	58
59	Menominee	5,595	Park Board	....	2	....	....	....	.....	.....	.....	.....	.....	.....	M	59
60	Milwaukee	609,724	Department of Municipal Recreation and Adult Education, School Board	575	355	65	....	....	.....	60,545.00	235,844.00	93,753.00	329,597.00	390,142.00	M	60
			Board of Park Commissioners	....	....	....	....	....	31,565.00	.....	.....	.....	.....	123,824.36	M	a
			Bureau of Beaches and Public Playgrounds, Department of Public Works	....	....	....	....	....	.....	.....	.....	.....	.....	104,253.75	M	b

CREATION STATISTICS FOR 1936

table.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers											Emergency Service						Source of Information	No. of City
																		Paid Leadership				Expenditures				
Year round	Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only	Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
..	6	...	...	6	30,000	...	.....	2	.....	...	1	...	...	...	2	...	2	1	3	....	.....	.....	3,141.50	132.00	3,273.50	Erwin U. Moser.....	1
..	...	...	...	...	.....	...	.....	...	.....	...	1	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	R. R. Rasmussen.....	2
2	11	...	...	13	25,000	1	800	4	1,830	2	8	...	...	...	...	1	16	2	7	18	3	8	3,000.00	10,750.00	14,122.41	Edvenia Jeppson.....	3
5	15	...	...	20	109,051	...	.....	6	3,597	...	1	...	1	...	...	1	12	1	6	7	6	4	3,662.00	2,000.00	5,962.00	Mrs. Jena V. Holland...	4
2	16	8	...	26	.....	3	.....	11	.....	...	4	...	3	...	3	8	31	2	16	28	16	28	.....	31,026.91	292,219.99	Ray Forsberg.....	5
..	1	...	...	1	.....	...	.....	...	.....	1	2	...	...	...	...	1	3	1	5	2	...	...	.....	800.00	800.00	Harry C. Fisher.....	6
..	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	E. P. Davenport.....	7
..	...	...	...	...	.....	...	.....	...	.....	...	...	...	1	...	...	...	...	...	...	...	...	...	.....	.....	.....	J. M. Kelley.....	8
..	...	...	...	...	.....	1	5,000	...	.....	...	...	...	...	...	...	...	1	...	...	1	...	...	.....	.....	420.00	Mrs. Esther J. Pratt....	9
..	5	...	...	5	[4]28,000	...	.....	...	.....	...	...	...	...	...	...	1	...	...	13	9	...	...	.....	.....	1,536.00	Richard F. Hayden.....	10
..	7	...	...	7	67,500	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Virginia W. Ryder.....	11
2	4	...	...	6	20,164	2	47,744	1	6,567	...	3	...	...	...	...	...	16	1	5	9	5	9	.....	.....	5,145.91	Mrs. Ruth B. Brock....	12
6	...	...	...	6	94,484	5	.....	3	.....	...	5	...	...	...	...	...	10	...	5	10	2	5	.....	4,200.00	4,800.00	Alan L. Heil.....	13
.	2	...	...	2	38,400	...	.....	...	.....	1	2	...	...	...	...	...	2	...	...	2	...	...	.....	240.00	240.00	Johnny Fenlon.....	14
7	7	...	1	15	728,977	3	156,442	1	9,346	...	4	...	...	...	...	3	13	2	8	12	6	12	.....	5,000.00	7,500.00	Lloyd L. Howard.....	15
..	7	...	...	7	55,494	...	.....	...	.....	1	3	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Charles E. Hoster.....	16
..	...	...	...	...	.....	...	.....	...	.....	...	2	1	1	1	...	...	12	2	...	...	...	...	.....	.....	.....	H. G. Parker.....	17
..	...	...	...	...	.....	...	.....	1	.....	1	6	1	...	...	...	...	9	5	10	10	...	...	.....	3,000.00	3,000.00	R. C. Day.....	18
..	...	...	20	20	873,702	...	.....	12	79,029	7	12	...	...	...	...	1	39	2	14	36	...	...	15,000.00	36,000.00	52,000.00	P. N. Binford.....	19
.	7	...	...	7	52,000	...	.....	15	58,211	...	...	...	...	...	...	...	...	...	[104]47	47	...	...	.....	56,400.00	56,400.00	Claire McCarthy.....	a
.	3	...	...	3	58,782	1	92,849	...	.....	...	...	...	...	...	...	...	1	...	[105]	[105]	...	...	.....	.....	.....	Mrs. Alice H. Harris....	b
.	10	...	...	10	227,089	...	.....	2	13,992	...	4	...	...	...	...	...	20	1	7	7	7	7	.....	11,424.00	69,023.00	K. Mark Cowen.....	20
.	1	...	1	2	28,700	...	.....	2	1,500	1	1	...	...	...	...	...	5	...	1	...	...	...	.....	124.00	[2]124.00	D. E. Denton.....	21
.	3	...	...	3	[4]18,000	...	.....	...	.....	3	2	...	...	...	...	...	1	2	3	...	...	...	.....	.....	300.00	Mrs. Irene Clumb.....	22
.	4	...	...	4	18,000	...	.....	...	.....	...	3	...	...	...	...	...	...	1	4	6	...	...	.....	.....	.....	Walter J. Anderson.....	23
.	4	...	...	4	.....	...	.....	1	.....	1	3	...	...	...	1	...	2	...	[183]	...	...	...	.....	.....	.....	E. H. Burwell.....	24
.	1	...	...	1	.....	...	.....	1	.....	...	1	...	...	...	...	1	5	1	4	1	...	...	.....	900.00	900.00	F. W. Breakey.....	25
.	1	...	...	1	7,000	...	.....	...	.....	...	1	...	...	...	...	1	1	...	...	...	...	...	.....	.....	.....	J. Fred Bohler.....	26
2	15	...	...	27	.....	9	447,539	...	.....	3	21	10	1	2	...	...	96	9	65	32	...	...	.....	.....	.....	Ben Evans.....	27
.	12	...	...	12	1,999,125	1	.....	...	.....	18	12	...	...	2	...	4	46	11	16	14	...	...	.....	15,000.00	15,000.00	S. G. Witter.....	28
.	11	...	...	11	174,484	...	.....	9	11,674	...	2	3	...	...	...	...	16	8	23	16	...	...	100,000.00	10,000.00	110,000.00	Alfred R. Hodges.....	29
.	3	...	...	3	.....	3	.....	...	.....	1	4	...	...	...	...	3	11	2	...	...	...	...	.....	.....	.....	G. C. Cookerly.....	30
..	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	J. B. Gilmore.....	31
..	...	...	...	...	.....	...	.....	...	.....	1	...	...	...	...	...	1	2	...	1	...	...	...	.....	75.00	75.00	C. F. Breneman.....	32
.	14	...	...	14	132,106	...	.....	...	.....	4	4	...	...	...	...	...	2	...	8	7	...	...	.....	1,728.00	1,728.00	Patrick A. Tork.....	33
.	1	...	...	1	.....	...	.....	...	.....	...	...	...	...	...	...	...	...	...	1	1	...	...	.....	125.00	125.00	W. B. Trosper.....	34
.	1	...	...	1	6,750	...	.....	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	Mrs. Margaret Pierce...	35
.	18	2	...	20	106,693	...	.....	20	.....	...	1	...	...	...	...	...	3	1	16	16	...	...	.....	9,457.60	9,809.80	Frances J. White.....	36
.	1	...	...	1	118,000	...	.....	4	.....	1	1	...	...	...	...	3	2	1	...	...	...	...	.....	.....	.....	L. D. Wiant.....	37
.	5	...	...	5	213,350	...	.....	8	19,200	...	2	...	...	...	...	1	10	...	12	6	5	3	45,000.00	7,359.62	52,744.39	Fred Conaway.....	38
.	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	...	...	1	...	...	...	...	...	...	.....	.....	.....	W. P. Kerwood, Jr.....	39
.	20	...	...	20	448,502	...	.....	14	20,064	...	8	...	...	...	...	...	3	12	10	5	10	5	.....	9,220.25	9,220.25	Mona H. Martin.....	40
.	2	...	...	2	.....	1	.....	...	.....	...	...	...	2	...	...	1	4	...	6	1	...	...	.....	.....	146,000.00	Homer Fish.....	a
.	1	...	...	1	.....	...	.....	...	.....	...	...	...	...	...	1	1	...	...	...	...	...	...	15,000.00	.....	15,000.00	E. G. Bias.....	41
.	7	2	1	10	170,320	1	850	1	6,800	...	3	...	...	1	1	...	13	...	3	...	2	...	.....	.....	4,200.00	Laurence Krueger.....	42
.	2	...	...	2	3,500	...	.....	3	500	2	2	...	...	...	...	...	2	...	...	3	...	...	.....	.....	.....	C. D. Lamberton.....	43
.	1	...	...	1	.....	...	.....	...	.....	1	1	...	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	A. J. Roepke.....	44
.	1	...	...	1	.....	...	.....	4	.....	1	1	1	...	...	...	...	3	1	...	...	...	...	.....	.....	.....	Louis A. Rein.....	45
.	...	...	...	...	.....	...	.....	...	.....	1	1	...	...	...	...	1	1	...	...	...	...	...	.....	.....	.....	Ralph S. Pratt.....	46
.	6	...	...	6	54,299	...	.....	...	.....	...	7	2	...	...	...	...	9	...	13	1	10	1	.....	.....	3,204.80	A. M. Olson.....	47
.	5	14	...	19	130,185	...	.....	4	8,416	2	3	1	...	...	1	...	8	...	37	32	...	...	.....	2,960.00	[3]7,974.01	F. G. Kiesler.....	48
.	9	...	...	9	110,362	...	.....	...	.....	...	6	...	...	...	...	...	6	2	4	5	...	...	.....	.....	.....	L. Earl Foglesong.....	49
.	10	...	...	10	176,000	...	.....	2	2,300	1	2	1	1	...	...	...	12	1	1	...	1	...	.....	900.00	1,200.00	Pat Dawson.....	50
.	8	8	...	16	368,258	1	17,098	10	44,271	1	4	...	...	...	1	...	...	...	42	32	20	8	15,120.00	15,120.00	15,120.00	G. M. Phelan.....	51
..	...	...	...	...	.....	...	.....	...	.....	1	4	3	1	...	...	...	13	1	...	...	...	...	838,027.71	.....	1,062,036.35	Floyd A. Carlson.....	a
.	1	...	...	1	7,500	...	.....	1	6,000	1	1	...	...	...	...	...	2	...	...	...	...	...	.....	.....	.....	Roy A. Ebben.....	52
.	2	...	...	2	22,500	...	.....	1	1,000	...	1	...	...	...	...	1	1	1	...	2	...	...	.....	.....	96.00	A. G. Briggs.....	53
.	5	...	...	5	[4]64,560	...	.....	...	.....	1	2	...	...	...	...	...	1	...	...	...	...	...	.....	.....	.....	G. M. Wiley.....	54
.	13	...	...	13	227,217	...	.....	13	3,708	1	3	6	...	...	...	...	34	...	...	...	...	...	.....	.....	15,898.89	Harry C. Thompson....	55
2	6	...	...	8	89,860	...	.....	4	55,000	...	2	...	...	...	...	...	...	...	8	1	...	...	.....	.....	5,880.00	L. W. Robertson.....	56
6	3	4	...	13	255,619	5	10,000	9	245,000	5	5	3	...	...	...	1	8	...	10	1	10	1	14,000.00	10,190.64	25,390.64	R. D. Leininger.....	57
5	11	...	...	16	.....	3	.....	...	.....	...	2	2	...	...	...	1	4	2	...	...	...	...	.....	.....	.....	Vernon Gruper.....	58
..	...	...	...	...	.....	...	.....	...	.....	...	2	2	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	J. C. Wilcox.....	59
3	43	...	...	66	4,046,782	4	1,038,482	20	857,053	9	10	...	...	...	...	...	32	6	62	15	...	...	46,891.00	439,679.00	.....	Dorothy C. Enderis.....	60
..	...	...	...	...	.....	...	.....	...	.....	2	9	5	1	...	...	1	89	7	...	...	...	...	.....	.....	.....	Charles Hauserman.....	a
..	...	...	...	...	.....	...	.....	...	.....	...	...	...	...	7	...	...	...	...	...	...	...	...	.....	.....	.....	Manuel Cutler.....	b

No. of City	STATE AND CITY	Population	Managing Authority	Recreation Leadership (Not Including Emergency Workers)					Expenditures Last Fiscal Year (Not Including Emergency Funds)						Source of Financial Support †	No. of City
				Paid Workers			Volunteer Workers				Salaries and Wages			Total		
				No. of Men	No. of Women	No. Employed Full Time Year Round	No. of Men	No. of Women	Land, Buildings, Permanent Equipment	Upkeep, Supplies and Incidentals	For Leadership	Other Services	Total			
	Wisconsin—Cont.															
1	Milwaukee Co.[109]	725,263	County Park Commission	12	....	12	....	....	34,166.72	34,039.90	29,040.00	61,045.20	90,085.20	158,291.82	C	
2	Neenah	10,000	City Council and Red Cross	6	1	....	....	....	....	200.00	750.00	50.00	800.00	1,000.00	M&P	
3	Oshkosh	40,108	Board of Education	135	23	2	....	....	500.00	3,500.00	9,225.00	....	9,225.00	13,225.00	M	
			Park Board	....	....	....	....	....	....	....	....	....	....	30,645.00	M	
4	Platteville	4,000	Swimming Pool Commission	3	....	....	....	....	292.36	1,220.18	230.00	887.26	1,117.26	2,629.80	M	
5	Racine	70,000	Department of Parks and Recreation	27	18	2	....	....	70,000.00	7,042.00	14,117.00	19,406.00	33,523.00	110,565.00	M	
6	Rhinelander	9,500	City Council and City Manager	2	1	....	....	....	....	....	600.00	....	600.00	2,900.00	M	
7	Sheboygan	39,100	Park Division, Board of Public Works	....	....	....	....	....	9,148.76	1,470.90	....	4,370.00	4,370.00	14,989.66	M	
			Board of Education	30	3	2	42	69	593.00	3,534.85	3,760.67	892.34	4,653.01	8,780.86	M	
8	Shorewood	14,900	Board of Vocational Education	43	32	2	....	....	....	15,677.06	21,753.02	3,793.83	25,546.85	41,223.91	M	
9	Shullsburg	1,041	City of Shullsburg	2	....	....	....	....	....	30.00	....	....	145.00	175.00	M	
10	South Milwaukee	11,000	Recreation Department, School Board	1	1	....	....	....	....	....	480.00	....	....	1,480.00	M	1
11	Superior	36,113	Park Department and W. P. A.	5	....	....	....	....	1,675.00	3,426.85	870.00	....	870.00	5,971.85	M	1
12	Two Rivers	11,000	Recreation Commission	14	3	3	....	....	....	8,054.48	6,903.98	8,168.14	15,072.12	23,126.60	M	1
13	Waukesha	17,000	Recreation Board	7	4	....	....	....	565.00	160.00	1,075.00	200.00	1,275.00	2,000.00	M	1
14	Waupun	6,000	Board of Education	2	....	....	....	....	1,200.00	300.00	800.00	....	800.00	2,300.00	M	1
15	Wausau	23,756	Park Commission, Y. M. C. A. and W. P. A.	1	....	....	....	....	117.00	1,544.83	431.75	3,635.68	4,067.43	5,729.26	M	1
16	Wauwatosa	25,000	Extension Division, Board of Education	24	9	....	....	....	....	988.63	4,400.00	1,543.80	5,943.80	6,932.43	M	1
			Board of Park Commissioners	3	....	....	....	....	....	....	....	....	....	3,968.00	M	
17	West Allis	38,000	Board of Education and Park Board	38	25	3	....	....	....	2,500.00	4,600.00	1,900.00	6,500.00	[2]9,000.00	M	1
18	West Bend	5,000	Athletic Commission	6	3	....	....	....	....	....	....	....	....	500.06	M	1
19	Whitefish Bay	6,200	Village and School Board	4	....	....	....	....	....	400.00	700.00	....	700.00	1,100.00	M	1
20	Wisconsin Rapids	9,000	Lincoln Field Commission	2	1	....	....	....	....	....	....	....	....	....	M	2
	Wyoming															
21	Laramie	10,000	City Council	1	....	....	....	....	1,200.00	1,200.00	600.00	1,300.00	1,900.00	4,300.00	M	2
22	Riverton	1,800	City, School Board and American Legion	3	2	....	2	3	1,500.00	400.00	....	....	6,220.00	8,120.00	M	2
23	Sheridan	10,000	Community Boys' Work[113]	1	1	2	50	25	....	1,600.00	3,400.00	400.00	3,800.00	[2]5,400.00	M&P	2
	Hawaii															
24	Hilo	15,885	Recreation Committee	2	1	1	[18]31	12	....	650.00	2,000.00	....	2,000.00	2,650.00	C&P	2
25	Honolulu	145,875	Recreation Commission	12	20	2	200	....	....	6,000.00	19,300.00	....	19,300.00	25,300.00	M	2
26	Lanai City	3,300	Hawaiian Pineapple Company, Ltd.	5	....	5	10	4	500.00	12,000.00	3,500.00	500.00	4,000.00	16,500.00	P	2
27	County of Maui[115]	50,000	Alexander House Settlement	8	7	6	190	30	45,000.00	12,000.00	6,000.00	6,000.00	12,000.00	69,000.00	P	2
	CANADA															
	Alberta															
28	Calgary	83,000	Parks and Recreation Department	3	6	....	....	....	....	441.79	827.46	366.56	1,194.02	1,635.81	M	2
	British Columbia															
29	New Westminster	20,000	Board of Park Commissioners	4	....	....	....	....	....	....	....	....	....	10,000.00	M	2
30	Province of British Columbia[116]	694,263	Provincial Department of Recreational and Physical Education	21	11	9	2	....	....	6,609.34	9,080.19	....	9,080.19	15,689.53	M	2
31	Victoria	39,082	Park Department	1	....	....	....	....	1,515.00	2,446.00	300.00	....	300.00	4,261.00	M	2
	Manitoba															
32	Brandon	17,000	The Municipal Corporation	....	....	....	....	....	....	....	....	....	....	....	M	2
	Ontario															
33	Cornwall	23,000	Athletic Board	3	....	3	7	....	2,000.00	1,000.00	2,500.00	....	2,500.00	5,500.00	M&P	2
34	Fort William	25,000	Board of Parks Management	20	10	....	....	....	....	....	....	....	....	....	M	2
35	Hamilton	155,000	Playground and Recreation Commission	19	15	1	....	....	600.00	3,420.00	7,978.00	323.00	8,301.00	12,321.00	M	2
			Board of Park Management	2	....	2	....	....	....	5,000.00	....	....	20,000.00	25,000.00	M	2
36	Kitchener	33,000	School Board	14	14	....	....	....	....	700.00	2,200.00	100.00	2,300.00	3,000.00	M	2
37	London	76,000	Playground Department, Public Utilities Commission	22	10	....	....	....	1,500.00	....	....	....	....	23,625.00	M	2
38	Ottawa	140,903	Playgrounds Department	30	20	7	....	....	....	15,064.03	17,443.29	23,431.25	40,874.54	55,938.57	M	2
39	Port Arthur	20,405	Board of Park Management	6	....	....	....	....	4,605.00	5,375.00	1,140.00	2,880.00	4,020.00	14,000.00	M	2
40	Port McNicoll	825	Canadian Pacific Recreation Club	1	....	....	....	....	....	10.00	150.00	5.00	155.00	165.00	M	2
41	Toronto	638,271	Parks Department	116	120	14	....	....	....	....	....	....	....	[2]235,611.00	M	2
	Quebec															
42	Montreal	1,200,000	Recreation Department	73	17	70	....	....	....	34,942.00	77,820.00	96,074.00	173,894.00	208,836.00	M	2
			Parks and Playgrounds Association	17	19	3	10	15	....	9,469.77	12,312.50	906.73	13,219.23	22,689.00	P	2
			Playgrounds Committee	3	4	....	....	....	60.42	1,273.09	675.84	....	675.84	2,009.35	M&P	2
43	Quebec	140,000	L'Oeuvre des Terrains de Jeux, Incorporated	40	13	....	....	....	....	....	....	....	....	....	P	2
44	Westmount	26,000	Park Department	2	1	....	20	4	193,579.98	17,637.82	2,025.90	15,611.92	17,637.82	228,855.62	M	2
	Saskatchewan															
45	Moose Jaw	21,000	Parks Board	1	8	1	....	....	....	700.00	1,200.00	....	1,200.00	[2]1,900.00	M&P	2
46	Regina	53,387	Recreation Commission	3	....	....	9	6	....	724.13	1,329.69	1,023.89	2,353.58	3,077.71	M	2
47	Saskatoon	43,000	Playgrounds Association	5	2	1	....	....	500.00	4,578.18	2,500.00	2,935.07	5,435.07	10,513.25	M	2

FOOTNOTES

† **Under Sources of Financial Support, M—Municipal Funds; P—Private Funds; S—State Funds and C—County Funds.**

* **The figure 2300 should appear in this column.**

1. **This report covers recreation service in Chickamauga Dam, Norris and Pickwick, all located in the state of Tennessee; Decatur, Guntersville Dam, Wheeler Dam and Wilson Dam, located in Alabama; and Iuka, Mississippi. In addition to these centers it serves a number of rural communities in 14 different counties in the three states mentioned.**

able.

Playgrounds Under Leadership					Recreation Buildings		Indoor Recreation Centers		Athletic Fields, Number	Baseball Diamonds, Number	Bathing Beaches, Number	Golf Courses, 9-Hole, Number	Golf Courses, 18-Hole, Number	Swimming Pools Indoor, Number	Swimming Pools Outdoor, Number	Tennis Courts, Number	Wading Pools, Number	Emergency Service						Source of Information	No. of City
																		Paid Leadership				Expenditures				
Summer Only	School Year Only	Other Seasons	Total	Total Yearly or Seasonal Attendance, Participants and Spectators	Number	Total Yearly or Seasonal Attendance, Participants Only	Number	Total Yearly or Seasonal Attendance, Participants Only										Number of Men	Number of Women	Employed Full Time: No. of Men	Employed Full Time: No. of Women	Land, Buildings, Permanent Equipment	Leadership	Total		
40	...	...	40	842,707	11	...	...	...	...	14	3	...	5	...	3	11	2	102	17	102	17	565,308.49	125,975.02	702,582.17	Donald Griffin	1
3	...	...	3	26,250	...	...	...	...	...	1	1	...	...	...	...	13	2	...	...	...	...	...	...	...	Armin H. Gerhardt	2
...	...	33	33	148,500	1	51,175	5	115,000	1	1	[1]102	...	...	...	...	...	...	...	...	...	...	...	...	...	Raymond C. Miller	3
...	...	...	...	...	...	...	...	...	1	3	...	...	1	...	...	7	1	...	...	...	...	...	...	...	Al Cone	a
3	...	...	3	18,000	...	...	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	...	...	...	A. W. Heins	4
11	...	...	11	180,000	3	54,000	5	37,500	2	5	2	2	1	...	...	17	2	35	18	9	4	...	19,000.00	22,000.00	B. A. Solbraa	5
3	...	...	3	...	...	...	1	...	...	...	1	...	...	...	...	3	...	5	...	...	...	...	1,200.00	3,470.00	T. M. Wardwell	6
...	...	...	...	...	...	...	...	...	...	4	2	...	...	...	...	11	2	...	...	...	...	...	...	...	Gordon Z. Rayner	7
6	...	...	6	83,146	...	...	8	26,259	1	3	...	...	...	1	...	...	...	56	14	...	...	...	6,028.00	10,051.65	Harry J. Emigh	a
3	...	4	7	83,157	...	...	6	60,191	...	...	...	...	...	1	...	6	...	1	...	...	...	...	...	...	H. M. Genskow	8
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	P. L. O'Flahrity	9
2	...	...	2	10,000	...	...	1	4,800	1	2	...	...	...	...	...	3	...	7	2	7	2	...	...	9,720.00	Clark Van Galder	10
6	...	8	14	60,109	...	...	12	210,475	...	11	2	...	1	...	...	10	...	13	8	13	8	...	22,504.75	[2]22,504.75	Joe Leszcynski	11
[3]	...	...	3	63,236	1	94,397	2	7,443	...	1	1	...	...	1	...	7	3	8	...	8	...	...	7,560.00	[2]7,560.00	Arthur P. Eckley	12
4	...	...	4	141,380	...	...	3	2,199	...	2	2	...	...	...	1	8	2	12	5	...	...	...	5,000.00	5,000.00	Earl A. Lockman	13
1	...	...	1	10,000	...	...	1	...	1	1	...	...	...	...	[111]1	1	...	...	...	...	...	...	...	...	H. C. Wegner	14
7	...	1	8	...	...	...	...	...	1	2	...	...	...	...	1	12	2	14	3	14	3	...	13,480.00	13,480.00	I. S. Horgen	15
5	2	...	7	40,069	...	...	6	18,645	2	1	...	...	...	1	...	...	...	7	3	...	...	...	...	9,360.00	Wm. T. Darling	16
...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	1	6	...	...	...	...	...	...	...	38,000.00	J. E. Iverson	a
[3] 6	...	...	9	[112]408,000	1	2,600	5	93,000	6	7	...	...	...	1	...	16	2	57	11	...	...	...	...	...	F.W. Zirkeland E.C. Pynn	17
3	...	...	3	...	...	...	...	...	2	2	1	...	...	...	1	6	...	...	...	...	...	...	...	...	Carl Pick	18
[4]	...	...	4	...	...	...	4	48,100	1	1	2	...	...	...	...	2	...	4	1	4	1	...	5,120.00	5,120.00	C. A. Wangerin	19
...	...	2	2	...	...	...	3	...	1	1	...	...	...	...	1	10	1	...	...	...	...	...	...	...	C. A. Normington	20
4	...	...	4	...	...	...	...	...	...	1	1	...	...	...	1	3	2	2	2	...	...	3,500.00	600.00	4,100.00	Elmer K. Nelson	21
[1] ...	2	...	3	...	1	...	2	800	...	1	...	...	...	1	...	1	1	1	...	1	...	10,000.00	1,200.00	11,200.00	John O. Goodman	22
4	...	...	4	17,000	...	...	13	53,000	2	1	1	...	1	...	...	6	1	3	16	1	1	...	5,000.00	6,000.00	H. L. Rowe	23
8	...	4	12	36,675	1	5,000	8	...	...	4	[114]2	...	...	...	...	4	...	10	3	5	1	...	...	...	Ernest Lilley	24
[9] ...	...	...	29	1,142,136	3	203,301	1	3,500	...	...	...	...	...	...	...	...	...	45	30	...	...	...	12,592.83	12,592.83	Arthur K. Pawlison	25
...	...	...	...	...	6	40,800	3	1,000	1	1	2	1	...	...	1	4	1	...	...	...	...	...	...	...	F. K. Katterman	26
[3] ...	...	...	83	...	6	44,000	...	...	21	21	...	...	...	...	3	26	...	3	...	...	...	...	...	1,600.00	E. L. Damkroger	27
8	...	...	8	[4]59,670	...	...	...	...	16	18	...	1	1	...	...	...	3	...	...	...	...	...	...	10,264.00	William R. Reader	28
4	...	...	4	...	1	...	...	...	4	5	...	...	...	...	1	3	5	...	...	...	...	...	...	...	A. G. Brine	29
...	...	...	...	...	...	...	23	42,855	5	...	3	...	...	1	1	...	...	...	...	...	...	...	...	...	Ian Eisenhardt	30
1	...	...	1	...	...	...	...	...	2	2	1	...	...	...	...	12	2	...	1	...	...	10,500.00	100.00	17,793.00	W. H. Warren	31
...	...	...	...	...	...	...	...	...	1	1	1	...	...	...	...	4	...	...	...	...	...	...	...	...	G. F. Sykes	32
[1] ...	...	...	1	75,000	2	25,000	...	...	1	1	2	...	...	...	1	...	...	...	...	...	...	...	...	...	Joe St. Denis	33
[2] 6	...	...	8	...	2	...	...	...	3	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	A. Widnall	34
...	...	14	14	333,138	1	3,800	...	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...	John J. Syme	35
...	...	...	...	...	...	...	...	...	1	9	...	...	1	1	...	23	...	...	...	...	...	...	...	...	F. Marshall	a
6	...	...	6	[4]71,560	...	...	6	...	1	1	...	...	...	...	1	2	2	...	...	...	...	...	...	...	H. Ballantyne	36
7	...	...	7	255,000	...	...	...	...	7	6	2	1	1	...	1	10	3	...	...	...	...	...	...	...	William Farquharson	37
15	...	...	15	[4]496,747	...	...	...	...	1	...	4	...	...	2	...	2	...	...	...	...	...	...	...	...	E. F. Morgan	38
3	...	2	5	35,000	...	...	...	...	2	1	1	...	1	...	1	...	1	...	...	...	...	...	...	...	Arthur H. Evans	39
1	...	...	1	5,900	...	...	...	...	1	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	Jack Amos	40
[5] 16	...	35	56	2,050,645	5	525,923	47	390,739	2	20	6	...	...	...	...	309	13	...	...	...	...	...	...	...	C. E. Chambers	41
[8] ...	...	62	100	[117]7,764,958	22	1,269,458	...	...	18	14	1	...	1	18	7	60	...	...	...	...	...	...	...	...	Lucien Asselin	42
7	...	...	7	338,944	...	...	1	19,115	...	2	...	...	...	...	...	...	2	...	...	...	...	...	...	...	William Bowie	a
3	...	...	3	67,000	...	...	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	J. B. O'Regan	43
7	...	...	7	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	Abbe Raoul Cloutier	a
...	...	7	7	...	1	...	...	...	1	...	...	...	...	...	...	33	1	...	...	...	...	...	...	...	P. E. Jarman	44
7	...	...	7	40,000	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	B. C. Crichton	45
13	...	...	13	...	...	...	...	...	5	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	William H. Turner	46
4	...	...	4	27,003	...	...	...	...	2	4	...	...	...	...	1	...	2	...	...	...	...	...	...	...	L. A. Kreutzwieser	47

2. Expenditures data incomplete.

3. This report covers recreation service in Cottonwood, Red Rock and Smelter City.

4. This figure represents participants only.

5. This figure includes $800 spent by the Park Department for the maintenance of a number of the facilities listed.

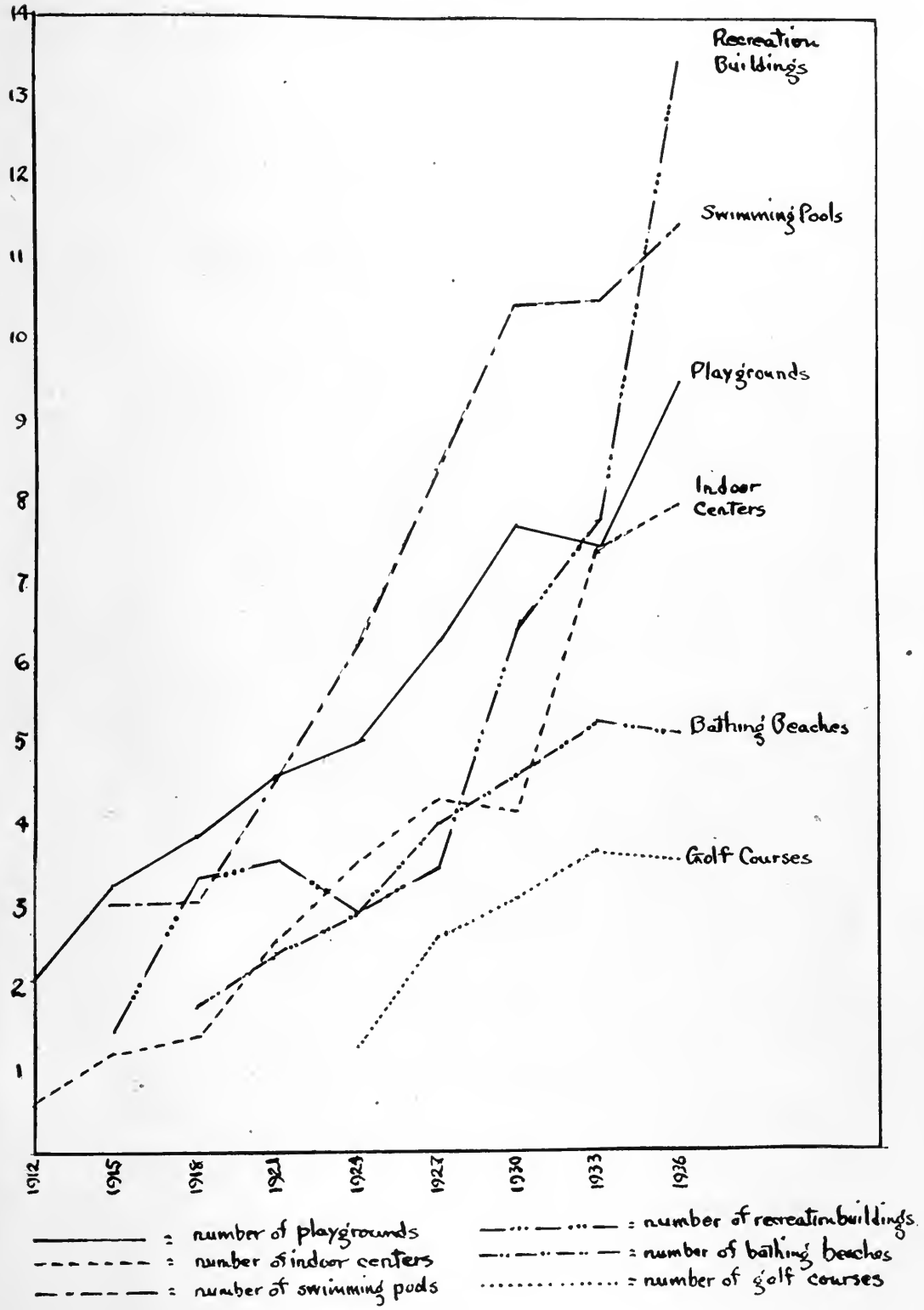
6. These facilities were leased.

7. This report covers recreation service in Clearwater, Enterprise, Lynwood and Willowbrook.
8. This figure represents the 1936 attendance of participants only at the playgrounds from June 15th until December 31st.
9. This figure represents the attendance of participants at only seven recreation buildings.
10. Golf course manager.
11. This golf course was not in use in 1936.
12. The Los Angeles County Department of Recreation, Camps and Playgrounds maintains recreation facilities in Arcadia, Artesia, Azusa, Baldwin Park, Bellflower, Bell Gardens, Belvedere, Bloomfield, Castaic, Centinella, Claremont, Clearwater, Covina, Culver City, Downey, Duarte, El Monte, El Nido, Gardenia, Garvey, Glendale, Glendora, Gloria Gardens, Graham, Hawthorne, Hermosa Beach, Huntington Park, Inglewood, Lancaster, LaVerne, Lawndale, Lennox, Los Nietos, Lynwood, Manhattan Beach, Monrovia, Monterey Park, Newhall, North Ranchito, Norwalk, Palmdale, Palos Verdes, Pomona, Puente, Redondo Beach, Rosemead, San Dimas, San Fernando, San Gabriel, Saugus, Sierra Madre, South Gate, South Pasadena, Temple City, Torrance, Whittier, Willowbrook and Wilmar.
13. This report covers recreation service in Chula Vista, Nestor, Otay and San Ysidro.
14. This figure includes attendance of participants at indoor recreation centers.
15. The Pasadena City School District includes the cities of Altadena and Pasadena.
16. This figure includes attendance of participants at recreation buildings.
17. This report also includes recreation service in Burlingame.
18. This figure represents the total number of men and women.
19. The Santa Barbara County Board of Forestry operated bathing beaches at Carpinteria, Gaviota, Goleta and Surf.
20. This report covers recreation service in Ford City, South Taft, Taft Heights and other adjacent territories.
21. This report covers recreation service in Avenue, Carmarillo, Conejo, Del Mar, El Rio, Guadalupe, Hueneme, Montalvo, Moorpark, Mound, Oak View Gardens, Olivelands, Oxnard, Piru, Rio, Santa Paula, Saticoy, Simi and Somis.
22. In addition, leaders were provided by the WPA and paid from emergency or relief funds.
23. Nineteen of these playgrounds are on park property and are maintained by the Park Department.
24. This course is operated by the Montrose Municipal Golf Club and is located on both public and private property.
25. Part of the recreation work reported was conducted by the Recreation Commission.
26. This amount does not include the cost of operating golf courses, pools and other facilities not operated directly by the National Capital Parks.
27. This report includes a 9-hole golf course which was not operated by the Recreation Board.
28. This amount does not include the cost of operating and maintaining an 18-hole golf course.
29. This golf course was operated and maintained by the Park Department with the Recreation Department scheduling activities.
30. This figure represents only the operation expenditures of the Recreation Division.
31. The Chicago Recreation Commission acts in an advisory capacity and serves as a liaison group between the public and private recreation agencies.
32. This department was known as the Recreation Commission after October 13, 1936.
33. Maintained a program of community recreation activities for colored citizens.
34. These facilities were operated by the Park Board and the cost of operation and maintenance is not included in this report.
35. This figure represents the attendance of participants and spectators at the playgrounds during the months of June, July and August.
36. This figure does not include cost of operating swimming pool.
37. This is a 3-hole golf course.
38. These seven playgrounds are also included in the report of the Covington Public Recreation Commission.
39. This report covers recreation service in Anchorage, Buechel, Camp Taylor, Fern Creek, Jeffersontown, Louisville, Lyndon, Valley Station and St. Matthews.
40. These 13 playgrounds are also included in the report of the Newport Playground Committee.
41. This figure includes attendance at seven indoor playgrounds.
42. The swimming pool was operated by the Park Board and the cost of its operation and maintenance is not included in this report.

43. The Metropolitan District Commission maintains recreation facilities in Belmont, Boston, Braintree, Cambridge, Canton, Chelsea, Dedham, Everett, Hull, Lynn, Malden, Medford, Melrose, Milton, Nahant, Needham, Newton, Quincy, Revere, Stoneham, Swampscott, Wakefield, Waltham, Watertown, Wellesley, Weston, Winchester and Winthrop.
44. This report includes recreation service in North Falmouth and Woods Hole.
45. Five additional leaders representing both men and women gave part time recreation service to the Community Centre, Inc. but have been included in the Newton Playground Commission report.
46. This figure includes attendance of participants at two indoor recreation centers.
47. The recreation building is owned by Kellogg Foundation, but is supervised by the agency reporting.
48. This figure represents attendance of both participants and spectators.
49. The Flint Community Music Association promotes and operates a community-wide music program in cooperation with public schools, churches, industries and homes.
50. This figure does not include the total amount expended for the operation and maintenance of the recreation facilities reported.
51. These swimming pools are located in public school buildings. Their use during the summer and evenings during the winter is under the control of the Recreation Commission.
52. The bathing beach is operated by the Department of Streets and Parks.
53. The Board of Oakland County Park Trustees maintains a 9-hole golf course in Davisburg. It is leased to a private individual.
54. Director of municipal band and municipal orchestra.
55. This golf course is owned by the City of Bayport but operated by a group of local citizens.
56. This report covers recreation service in Brooklyn, North Hibbing, South Hibbing, Stuntz, eight rural communities and eight mining locations.
57. This report covers recreation service in Leonidas, Parkville and West Virginia.
58. This report covers recreation service in Alborn, Bear River, Brimson, Cherry Grove, Cook, Cotton, Embarass Valley, Floodwood, Jackson, Munger, Palo and Toivola. There are also a large number of additional rural communities served by the Extension Department.
59. There were in addition to this worker others giving recreation service and paid from regular funds.
60. This report covers recreation service in Alexandria, Belvidere, Bruning, Chester, Davenport, Deshler and Hubbell.
61. This is a 27-hole golf course.
62. Leadership at the recreation building is provided by the Recreation Commission.
63. The Essex County Park Commission maintains recreation facilities in Belleville, Bloomfield, Caldwell, East Orange, Essex Fells, Irvington, Millburn, Montclair, Newark, Nutley, Orange, South Orange, Verona and West Orange.
64. Owned by the Board of Education and supervised during the summer months by the playground director.
65. Also see report listed as School District of South Orange and Maplewood.
66. This represents a beach area which is six miles in length.
67. This report covers recreation service in Paterson, Totowa, Wayne Township and West Paterson.
68. Funds are received from "Taxation by Contract" on all restricted property.
69. This figure represents attendance at six summer playgrounds.
70. The Union County Park Commission maintains recreation facilities in Cranford, Elizabeth, Garwood, Hillside, Kenilworth, Linden, Mountainside, New Providence, Plainfield, Rahway, Roselle, Roselle Park, Scotch Plains, Summit, Union and Westfield.
71. Nine of these courts are on Board of Education property but are supervised and controlled by the Recreation Commission during the summer season.
72. Two leaders are employed as supervisors at tennis and ice skating areas.
73. The Erie County Park Commission maintains recreation facilities in Aurora, East Hamburg, Lancaster and Tonawanda.
74. This individual is also reported as a full time year round worker with the Outing Club.
75. This report includes recreation service in Brighton, Hamlin, Mendon, Penfield, Perenton, Pittsford, Riga and Webster.
76. The Westchester County Park Commission maintains recreation facilities in Ardsley, Cortlandt, Harmon, Mount Vernon, New Rochelle, Rye, Tarrytown, White Plains, Yonkers and Yorktown.
77. This figure represents the attendance of participants at only ten indoor centers.
78. This figure does not include the salaries paid to 16 baseball and basketball officials.
79. This report includes recreation service in Addyston, Arlington Heights, Blue Ash, Deer Park, Elmwood Place, Fairfax, Glendale, Hazelwood, Lockland, Loveland, Madeira, Madisonville, Mariemont, Milford, Monfort Heights, Montgomery, Mt. Healthy, New Burlington, Newton, North Bend, North College Hill, Plainville, Reading, Remington, St. Bernard, Sharonville, Silverton, Springdale, Sycamore Township, Terrace Park, White Oak, Woodlawn and Wyoming.
80. This figure does not include money expended by local communities outside of Cincinnati for operation and maintenance of recreation facilities.

81. The Cleveland Metropolitan Park District maintains recreation facilities in Bedford, Berea, Bentleyville, Brecksville, Euclid, Fairview, Hinckly Township, Lakewood, Olmsted, Parma, Parma Heights, Rocky River, Royalton and Strongsville.
82. This figure represents the attendance of participants at only nine indoor recreation centers.
83. This figure represents the participation at six courts where fees are charged.
84. This report includes recreation service in Bay Village, Bedford, Berea, Brecksville, Brook Park, Cleveland, Cleveland Heights, Cuyahoga Heights, Dover, East Cleveland, Euclid, Fairview, Garfield Heights, Lakewood, Lyndhurst, Miles Heights, North Olmsted, Olmsted, Parma, Parma Heights, Rocky River, South Euclid and Strongsville.
85. This figure does not include the cost of maintaining the recreation facilities reported.
86. One of these is a 15-hole golf course.
87. This figure includes playground attendance.
88. This is an 11-hole golf course.
89. In addition to this amount, approximately $53,500 were expended by the Park Department, Water Bureau and School District for the maintenance of the recreation facilities reported.
90. This bathing beach is privately owned but is supervised and financed by the Civic Association Recreation Council.
91. This report covers recreation service in Georgetown, Larksville, Lee Park, Midvale, Plains, Plymouth, Sugar Notch, Warrior Run and Wilkes-Barre.
92. Many of the facilities listed in the Board of Recreation report are on Park Department property.
93. This report covers recreation service in Kingston, Mantanuck, Peace Dale, Wakefield and West Kingston.
94. The swimming pools are operated by another commission.
95. This swimming pool is owned by the city but is operated by the American Red Cross.
96. This figure does not include the expenditures of the Park Department.
97. This figure includes the attendance of participants at 14 indoor centers.
98. This figure includes the attendance of participants at 12 recreation buildings.
99. This figure does not include $14,000.00 in power and water service provided by the Water and Light Department.
100. This individual gave service as golf pro and pool manager.
101. This report includes an 18-hole municipal golf course not operated by the Recreation Department.
102. Water and electricity were furnished by the municipality without a charge.
103. This report includes recreation service provided in Central, Elko, Fort Lee, Glen Allen, Highland Springs, Richmond, Sandston and Westhampton.
104. Twenty-five of the 94 men and women who served as emergency recreation leaders also gave service to the Colored Recreation Association.
105. Twenty-five emergency leaders who served the Colored Recreation Association are also included in the Community Recreation Association report.
106. This report covers recreation service in Blacksville, Cassville, Continental, Everettsville, Jerome Park, Osage, Pursglove, Sabraton, Star City, Wana and Westover.
107. A number of facilities listed are on Park Department property and the cost of maintenance has not been included in the reported expenditures.
108. This report covers recreation service in Coleman, Crivitz, Marinette, Niagara, Pembine, Peshtigo and Wausaukee.
109. The Milwaukee County Park Commission maintains recreation facilities in Brown Deer, Greenfield, North Milwaukee, Shorewood, South Milwaukee, Wauwatosa and West Allis.
110. The bathing beaches were operated jointly by the Park Board and Board of Education, the latter furnishing guards and instructors.
111. The outdoor swimming pool was open under supervision for one week only.
112. This figure includes attendance of participants at two shower centers.
113. This report includes several recreation facilities which were not operated by the Community Boys' Work Agency.
114. Supervision was provided at the beaches on special occasions. They are maintained by the County Park Commission and expenditures have not been included in this report.
115. This report covers recreation service in Crater, Haiku, Haliimaile, Hamakuapoko, Hana, Honokohua, Honokowai, Huelo, Kaanapali, Kaeluku, Kahana, Kahului, Kailua, Kapunakea, Kaupakalua, Keahua, Keanae, Kelawea, Kihei, Kuhua, Kula, Lahaina, Launuipoko, Makawao, Olowalu, Orpheum, Paia, Lower Paia, Paunau, Pauwela, Peahi, Pulehu, Pump Camp, Puukolii, Puunene, Spreckelsville, Camp Ukumehame, Wahikuli Pump, Waiehu, Waihee, Waikapu and Wailuku.
116. This report covers recreation service in Capital Hill-N. Burnaby, Ganges, Lake Hill, Lynnmour, Nanaima, New Westminster, North Vancouver, Prince Rupert, Vancouver, Victoria and West Vancouver.
117. This figure includes attendance of participants at the skating rinks.

Growth in Recreation Areas and Facilities—1912-1936



NOTE: One unit on vertical scale equals:
1,000 outdoor playgrounds under leadership
500 indoor centers under leadership
100 swimming pools
100 recreation buildings under leadership
100 bathing beaches
100 golf courses

Emergency Recreation Service in 1936

During 1936, the Works Progress Administration and the National Youth Administration made possible a recreation service in a large number of communities throughout the country. No attempt has been made, however, to secure reports of this service for the RECREATION YEAR BOOK because of a decision reached by these agencies that they would themselves make a thorough canvass of the recreation service provided under their auspices last year. A number of cities, however, did submit reports indicating that the recreation work which they carried on in 1936 was made possible through emergency funds. Because of their cooperation in submitting reports, the service is briefly recorded here.

A total of 1214 persons — 766 men and 448 women — paid from emergency funds, were reported as having served as recreation leaders in these localities. Of this number, 704 were employed throughout the year. 149 volunteer leaders were also reported. The total amount spent for leadership from emergency funds in 51 of these localities was $461,794.29.

Among the facilities which were conducted in these 75 cities were 543 outdoor playgrounds with a total attendance for the year of 724,000. Other facilities included 56 recreation buildings and 292 indoor recreation centers conducted under leadership, 80 athletic fields, 124 baseball diamonds, 24 bathing beaches, a 9-hole golf course, 6 indoor and 12 outdoor swimming pools, 180 tennis courts, and 43 wading pools.

Sixty-one localities reported expenditures from emergency funds totalling $545,224.04. Local funds totalling $37,282.85 were raised to supplement the funds made available from emergency sources.

The following is a list of the 75 localities from which these emergency reports were received:

Arkansas
- Camden
- Rison

California
- Norwalk
- Redondo Beach

Colorado
- Brighton
- Golden
- Trinidad

Connecticut
- Darien

Florida
- Union County

Georgia
- Rome

Idaho
- Glenns Ferry

Illinois
- Dupo
- Edwardsville
- Tilton
- Willisville

Indiana
- Alexandria
- Gibson County
- Michigan City
- Rushville
- Washington

Kansas
- Liberal

Maine
- Presque Isle

Massachusetts
- Chelsea
- Malden
- Marblehead
- Mashpee
- Medford
- Pittsfield
- Rockland
- Webster

Michigan
- Gogebic County

Minnesota
- Carlton County
- Cold Spring
- Columbia Heights
- Leoneth
- Tower

Mississippi
- Tippah

Missouri
- St. Charles

Montana
- Browning
- Miles City

Nebraska
- Grand Island

New Jersey
- Clifton

New York
- Binghamton
- Chappaqua
- Elmira
- Elmsford
- Little Falls
- Peekskill

North Dakota
- Carrington

Ohio
- Montgomery County
- Southeastern
- Wooster
- Yellow Springs

Oklahoma
- Lawton
- Okmulgee

Oregon
- Clackamas County

Pennsylvania
- Bethlehem
- Butler
- Chester
- Connellsville
- McKees Rocks
- Nanticoke
- Rochester
- Sellersville

Rhode Island
- Warwick

South Carolina
- Cross Keys
- Rock Hill

Vermont
- Brattleboro
- Bristol
- White River Junction

Washington
- Pasco

West Virginia
- Kanawha County

Wisconsin
- Iola
- Oconto Falls
- Walworth County

The Service of the National Recreation Movement in 1936

430 cities in **47** states were given personal service through the visits of field workers.

3,503 local leaders were given special training in recreation skills, methods, program and philosophy at **16** four-week institutes in **15** cities.

38 cities in **17** states were given personal field service by the Bureau of Colored Work. Twelve institutes and training courses were conducted exclusively for colored workers.

37 cities in **9** states received service from the Katherine F. Barker Field Secretary on Recreation for Girls and Women. In addition the Secretary gave instruction at **17** district and local recreation institutes attended by **887** individuals.

91 institutions for children and the aged in **52** cities in **8** states were visited by the field secretary on Play in Institutions and other workers giving part time service. **407** individuals received training at **6** institutes conducted for institutional workers.

18,350 boys and girls in **462** cities received badges, emblems or certificates for passing the Association's athletic and swimming badge tests.

20 states were served through the Rural Recreation Service conducted in cooperation with the Extension Service of the United States Department of Agriculture. **5,189** people attended the **85** institutes which were held.

12 states received visits from the representative of the National Physical Education Service. In addition, service was given to practically all states through correspondence, consultation and monthly News Letters.

5,772 different communities received help and advice on recreation problems through the Correspondence and Consultation Bureau. **14,505** letters were answered by the Bureau.

3,327 requests for advice and material on amateur drama problems were submitted to the Drama Service. Drama training courses were conducted in **23** communities.

In addition to the institutes previously listed, **81** social recreation and other training courses for local leaders were carried on with the help of Association workers.

1,820 letters requesting information and help reached the Music Service.

RECREATION, the monthly magazine of the movement, was received by **1,326** cities and towns.

Booklets, pamphlets and other publications were issued on various subjects in the recreation field and bulletins were sent to more than **2,101** individuals.

National Recreation Association

Incorporated

FINANCIAL STATEMENT

January 1, 1936 thru December 31, 1936

General Fund Balance December 31, 1935		$ 30,061.27
INCOME		
Contributions	$177,363.94	
Contributions for Specific Work	3,710.44	
Interest and Dividends	14,364.40	
Recreation Sales, Subscriptions and Advertising	7,429.26	
Badge Sales	1,445.23	
Special Publication Sales	12,500.17	
Interest and Dividends—Frances Ross Poley Memorial Fund	231.53	
National Recreation Congress 1935	1,000.00	
		218,044.97
		$248,106.24
EXPENDITURES		
Community Recreation Field Service	$116,036.59	
Field Service to Colored Communities	7,946.70	
National Physical Education Service	10,584.29	
Correspondence and Consultation Bureau	22,854.98	
Publications and Bulletin Service	18,729.76	
Recreation	13,245.52	
Play in Institutions	5,317.16	
		194,715.00
General Fund Balance December 31, 1936		$ 53,391.24

KATHERINE F. BARKER MEMORIAL

Balance December 31, 1935		$ 5,481.04
Receipts to December 31, 1936		
Contributions	$8,000.00	
Book Sales	219.15	
National Physical Achievement Standards for Girls	370.16	
		8,589.31
		14,070.35

Expenditures to December 31, 1936

Katherine F. Barker Memorial Field Secretary on Athletics and Recreation for Girls and Women	$5,779.97	
District Field Work	3,000.00	
	8,779.97	
		$ 5,290.38

MASSACHUSETTS PROJECT FOR CONSERVING STANDARDS OF CITIZENSHIP

Balance December 31, 1935	$ 742.54	
Receipts to December 31, 1936		
Contributions	1,800.00	
	2,542.54	
Expenditures to December 31, 1936	1,676.01	
		$ 866.53

RECAPITULATION

BALANCES December 31, 1935

General Fund	$ 30,061.27	
Katherine F. Barker Memorial	5,481.04	
Massachusetts Project for Conserving Standards of Citizenship	742.54	
		$ 36,284.85

INCOME to December 31, 1936

General Fund	$218,044.97	
Katherine F. Barker Memorial	8,589.31	
Massachusetts Project for Conserving Standards of Citizenship	1,800.00	
		228,434.28
		$264,719.13

EXPENDITURES to December 31, 1936

General Fund	$194,715.00	
Katherine F. Barker Memorial	8,779.97	
Massachusetts Project for Conserving Standards of Citizenship	1,676.01	
		205,170.98
		$ 59,548.15

BALANCES December 31, 1936

General Fund	$ 53,391.24	
Katherine F. Barker Memorial	5,290.38	
Massachusetts Project for Conserving Standards of Citizenship	866.53	
		$ 59,548.15

Special Fund (Action of 1910)		$ 25,000.00
Lucy Tudor Hillyer Fund		5,000.00
Emil C. Bondy Fund		1,000.00
George L. Sands Fund		12,742.72
"In Memory of J. R. Lamprecht"		3,000.00
"In Memory of Barney May"		500.00
"In Memory of Waldo E. Forbes"		1,403.02
Frances Ross Poley Memorial Fund (x)		6,023.07
Ellen Mills Borne Fund		3,000.00
Other Gifts		175.00
C. H. T. Endowment Fund		500.00
Frances Mooney Fund		1,000.00
Sarah Newlin Fund		500.00
"In Memory of William Simes"		2,000.00
"In Memory of J. R., Jr."		250.00
Frances R. Morse Fund		2,000.00
Emergency Reserve Fund	$154,975.00	
Special Contribution to Emergency Reserve Fund	25.00	
		155,000.00
Loss and Gain on Sale of Securities		9,204.52
Ella Van Peyma Fund		500.00
Nettie G. Naumburg Fund		2,000.00
"In Memory of William J. Matheson"		5,000.00
Alice B. P. Hannahs Fund		1,400.00
"In Memory of Daniel Guggenheim"		1,000.00
"In Memory of Alfred W. Heinsheimer"		5,000.00
Nellie L. Coleman Fund		100.00
Elizabeth B. Kelsey Fund		500.00
Sarah Fuller Smith Fund		3,000.00
Annie L. Sears Fund		2,000.00
John Markle Fund		50,000.00
Katherine C. Husband Fund	$850.00	
Received in 1936		
Katherine C. Husband Fund	34.85	
		884.55
Leilla K. Kilbourne Fund		2,500.00
Ella Strong Denison Fund		200.00
Annie M. Lawrence Fund		930.73
		$303,313.61

(x) Restricted

I have audited the accounts of the National Recreation Association for the fiscal year ending December 31, 1936, and certify that in my opinion the above statement is a true and correct statement of the financial transactions of the General, Special Study, and Endowment Funds for the period.

(Signed) J. F. CALVERT,
Certified Public Accountant.

National Recreation Association

Incorporated

315 Fourth Avenue, New York City

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John H. Finley, *First Vice-President*
John G. Winant, *Second Vice-President*
Robert Garrett, *Third Vice-President*
Gustavus T. Kirby, *Treasurer*
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Municipal Parks in the United States

Some of the findings of a recent study of parks

Courtesy Westchester County, N. Y., Park Commission

THE RAPID INCREASE in park recreation facilities in American cities during the depression has been obvious, but the extent to which park systems have expanded during the last few years has been largely a matter of conjecture. In order to determine the status of municipal park systems and their growth during the past decade, the National Park Service, in cooperation with the National Recreation Association, conducted in 1936 a study of municipal and county parks and recreation areas. The results of the study have recently been compiled and the report will be published in the near future by the Government Printing Office. In the meantime, park and recreation authorities will be interested in knowing some of the more important facts revealed as a result of the study.

Based upon the park situation at the end of the year 1935, this information is especially valuable because it affords a comparison with similar data secured in two previous studies conducted in 1925-1926 and in 1930. It is therefore possible to determine the extent to which local park systems have expanded during the ten-year period.

Municipal Park Acreage

The best single basis for measuring a city's provision in the way of parks is its total park acreage, although the adequacy of a city's park system cannot be judged by acreage alone. The figures secured in the recent study cover not only areas controlled by local park authorities but playgrounds, golf courses and other recreation areas owned or controlled by a recreation department or some other municipal agency. In a very few instances properties acquired primarily as watersheds have been included if they are available to the public for recreation use. School play areas have not been included.

A total of 389,000 acres in 15,300 areas were reported by 1,216 cities. Although many cities have exceeded the recommended standard of one acre of park for each 100 people, the cities throughout the country as a whole have fallen far short of attaining it. On the other hand, a table based upon the average ratio of population to park acreage in the highest 25 per cent of the cities in each of nine population groups reveals that in these selected cities there is one acre of park for each 64 people. Many of these cities, however, reported a large percentage of their park acreage in out-of-the-city parks.

The need for further educational work in promoting parks is evident from the fact that 210 communities reported that they did not own a single park. Doubtless many of the cities which failed to submit a report are also entirely lacking in municipal park and recreation areas.

Growth in Park Acreage

One of the most striking revelations of the recent study is the extent to which municipal park systems have expanded in the decade ending in 1935. The total acreage reported in the 1925-1926 study was 248,627.2 acres as compared with approximately 389,000 in 1935. Reports were secured in the two studies from 665 identical cities, and a comparison of their parks shows a

total acreage of 329,920.5 in 1935 as compared with 221,638.7 acres ten years previous, or an expansion of 49 per cent during the decade. At the same time, a comparison of these figures with 1930 data shows that there was a much greater expansion during the first half than in the second half of this decade.

The most marked growth was recorded in the case of cities from 2,500 to 5,000 population, although the cities from 10,000 to 25,000 population showed an expansion in park acreage of 109 per cent, or nearly as great as in the smaller communities.

Types of Park Properties

The well-balanced park system requires various types and sizes of properties affording a wide range of uses and well-distributed throughout the city. For this reason, the types of properties comprising the local park systems were analyzed in the recent study. The failure of many park authorities to classify their properties suggests that there are still cities in which consideration has not yet been given to the specific purposes or functions which their parks are designed to serve.

The four types of areas which are most commonly provided are the neighborhood park, the small park, the large city park of 50 acres or more and the children's playground. As in the previous studies, many cities are especially deficient in the number and acreage of their children's playgrounds and neighborhood playfields.

Large parks, the average size of which is 135 acres, comprise nearly one-half of the total acreage reported. The greatest relative increase in acreage is reported for the miscellaneous active recreation areas such as golf courses, swimming centers, athletic fields, and other special properties used primarily for active recreation. It is of interest that the average size of the children's playgrounds and neighborhood playfields, 3.25 and 9.6 acres respectively, closely approximates the minimum area suggested for these two types of properties.

Value of Park Properties

Less than half of the cities reporting parks estimated their present valuation, although these cities have properties comprising five-eighths of the total park acreage. These 592 cities, which incidentally do not include New York, Philadelphia, San Francisco, Buffalo, and several others with large park holdings, estimated their 238,500 acres of parks to be worth $1,178,922,000, or an average of nearly $5,000 per acre. The tremendous investment which cities have made in their park properties indicates the importance of providing adequate funds for their efficient operation and maintenance.

Out-of-the-City Parks

One of the most marked trends which was revealed with reference to the park movement is the increasing extent to which cities have in recent years acquired park properties outside the city limits. 299 cities reported out-of-the-city parks in 1935, as compared with 109 such cities ten years previous, and the number of parks has more than doubled. The total acreage of 514 outside parks is nearly 130,000, or an average of 252.8 acres per park. The significance of these out-of-the-city parks is apparent when it is realized that they now comprise more than one-third of the total municipal park acreage.

Although these parks are found in all sections of the country, the movement to acquire them has gone forward most rapidly in California, Illinois, Texas, Pennsylvania, Wisconsin, Indiana, Oklahoma, and Michigan. Phoenix leads with the largest out-of-the-city park of 14,640 acres, followed by Denver with parks totalling 12,748 acres.

Recreation Facilities

Of special interest to recreation workers is a section of the report relating to the various recreation facilities. Baseball diamonds are the most widely distributed of the 22 facilities included in the recent study, being reported by 761 cities; tennis courts and children's playgrounds are next in order, followed by picnic centers and band stands. When ranked according to the number of facilities, the 8,486 tennis courts top the list, followed by fireplaces, children's playgrounds and baseball diamonds, in the order named. Three hundred and seventy-two golf courses, 875 miles of bridle trails, more than 2,000 swimming and wading pools, and 164 outdoor theaters are among the other significant facilities which were reported.

The extent to which recreation facilities have expanded during the past decade is illustrated by a comparison of reports submitted by cities over 25,000. At least 50 per cent more cities reported bathing beaches, golf courses, ice-skating rinks, outdoor theaters, ski jumps, swimming pools, tennis courts, toboggan slides and wading pools in 1935 than in 1925-1926. The expansion in the

umber of these facilities was even greater. Wadıg pools, for example, numbered 985 in 1935 as ompared with 175 ten years earlier; bathing eaches, ice-skating rinks, outdoor theaters and oboggan slides increased by 100 to 275 per cent, vhereas baseball diamonds and golf courses nearly oubled in number. In spite of these encouraging dvances, most cities still fall far short of attainng a minimum desirable standard.

Some indication as to the extent to which these eatures are appreciated by the public may be ained from the attendance figures which were ubmitted by a number of cities. Although these igures are very incomplete they indicate a total articipation in 1935 at 20 types of facilities of pproximately 144,000,000. Of this number, 1,000,000 people made use of the children's playrounds, 27,500,000 were served at beaches, nearly 5,000,000 at swimming pools and nearly 8,500,000 t picnic centers, in the cities reporting.

Park Buildings

The extensive construction program which has been carried on by park authorities in the past decade is clearly indicated by the growth in the number of park buildings in cities over 25,000 The number of recreation buildings increased 481 per cent, bath houses 174 per cent, and boat houses 112 per cent. Among the service structures, work shops increased in number from 115 to 601, or 423 per cent, during the ten-year period. Although the majority of cities failed to report the number of persons using their buildings in 1935, the total attendance at 303 recreation buildings alone was nearly 10,000,000.

An unusual building program was also reflected in the reports of the zoological parks. Whereas a number of cities were obliged to close or curtail their zoos, a great many new buildings were constructed which will make possible the expansion of zoological parks when maintenance funds become available.

Park Recreation Activities

The contribution which park and recreation areas make to the enjoyable use of the increasing leisure time of the people is evident from the reports covering 18 of the major types of activities. Band concerts lead the list, followed closely by swimming, children's play under leadership, and organized athletics. Holiday celebrations and winter sports follow in the order named. A comparison of the number of cities reporting various activities in 1930 and in 1935 reveals that nature activities have had by far the most marked development during this period. Other activities which show a large increase are winter sports and organized athletics.

Park Workers

Although many cities did not classify their park personnel, the information which was submitted affords some interesting light on the employment of workers for park service during the last five years. Information was secured with reference to emergency workers as well as workers paid from park funds. Nine hundred and forty-four cities reported a total of 41,053 workers paid from regular funds in 1935. Only 388 cities reported on their emergency workers, the number of which totals 102,761. Of the regular workers more than 50 per cent were employed on a year-round basis, most of them by the larger cities.

A comparison of the 1930 and 1935 figures shows that a large number of cities employed fewer workers for park service in 1935 than five years previous. This reduction in employed personnel reflects material reductions in park operating budgets. On the other hand, because a large number of emergency workers were available, more people were engaged on park projects and gave park service during the last few years than ever before. About five times as many of these emergency workers were used for labor as for recreation service. Nevertheless, there were almost as many emergency recreation leaders reported by 229 cities as there were leaders paid from regular funds reported by 354 cities. It is obvious that to a large extent the park services during the last few years have been made possible only through the availability of emergency personnel.

Park Finances

The effects of the depression are particularly noted in the reports covering expenditures for park purposes. The total amount reported spent from regular funds in 1935 by 1,071 cities was $51,836,500. Of this amount only $3,500,000 was reported spent for land, buildings, and improvements, indicating that the bulk of this money was spent for maintenance and operation. Supplementing this amount was $27,000,000 reported spent from emergency funds in approximately 370 cities. Even though many cities failed to report the amount spent from emergency sources, the average emergency expenditure per city ex-

ceeded $72,000 as compared with an average expenditure per city from regular funds of only $48,400.

The average per capita expenditure for park operation and maintenance in the 688 cities which reported such expenditures was only $.59 for the year 1935. Many of these cities spent only an insignificant amount for park service. An analysis of the 25 per cent "best" cities in each of the nine population groups reveals an average per capita cost for current park service in 1935 of $1.34. When it is considered that this amount was spent by these 176 cities in a depression year when emergency funds were also available, it may be fairly assumed that in a normal year the per capita current expenditure for park service should be considerably greater.

An analysis of the source of park funds shows one striking contrast in the amounts secured from various sources in 1935 as compared with 1930. In the earlier year, bond issues accounted for more than one-fourth of the total money made available for park purposes, but in 1935 the funds available from bond issues were comparatively meager. On the other hand, the percentage from city appropriations was much greater in 1935 than five years previous, even though city budgets had been materially reduced.

The section relating to revenue-producing facilities indicates that a net profit resulted from boat house operation, that income and cost were approximately equal in the case of swimming pools and golf courses, whereas bathing beaches and group camps involved a considerable net expenditure on the part of the cities operating them. The average operating cost of the 9-hole golf course in 1935 was reported as less than $5,000 as compared with an average cost for the 18-hole course of nearly $12,000.

Types of Park Administration

Park authorities submitting reports were asked to name the managing authority and also to indicate whether it was a board or a single individual. An analysis of the various forms of park administration indicates that, whereas there is a great variety in the kinds of agency under which parks are administered, by far the most important is the park board or commission. In cities of 25,000 and upwards, there were reported 152 park commissions as compared with only 13 independent park commissioners and 19 park departments without a board. In many of the smaller cities no special agency has been created to administer the parks. In cities of less than 10,000, for example, approximately two-thirds of the 251 authorities listed were a city council, board of selectmen, or a committee consisting of members of the city governing body.

County Parks

A special attempt was made to secure information as to county parks, and reports were submitted by 77 counties which own 526 properties totalling nearly 160,000 acres. There has apparently been a relatively small increase in the number of counties establishing parks during the last five years, and the expansion in county park areas has not kept pace with that during the preceding five-year period. Only 15,250 acres, or less than 10 per cent of the total acreage reported, was acquired by 33 counties in the five-year period 1931-1935 inclusive.

In general, county park authorities had the same experience with respect to finances as was observed in the case of the city parks in 1935 and the years immediately preceding. Compared with 1930, the total expenditures in 1935 were reduced 42 per cent, but most of this reduction was in the amount spent for capital outlays. Operating expenses declined much less than did those of most municipal systems. County parks benefited greatly from the use of emergency funds and personnel; only 36 counties reported the amount spent from such sources in 1935, but the total was nearly $5,500,000.

The importance of emergency personnel is indicated by the fact that the workers reported paid from regular funds in 58 counties totalled 6,648, or less than one-half the number of relief workers reported in only 25 counties.

Among the activities made possible by county parks, picnicking holds an important place, made possible by 664 picnic centers with 6,667 fireplaces. Swimming is enjoyed at 157 swimming pools and bathing beaches. Camping facilities, bridle and nature trails, athletic fields and tennis courts were reported by many county park authorities.

The Published Report

The report to be published by the Government Printing Office will contain tables listing for each city reporting the number and acreage of its parks, the amount spent for various park purposes, and

(Continued on page 193)

WORLD AT PLAY

A Hiking Trips Bureau

AN interesting project has been launched in the Hiking Trips Bureau which has been organized with Ernest A. Dench of Ho-ho-kus, New Jersey, as Director and the American Nature Association as sponsor. A printed spring schedule known as *Vacation, Week-End and One Day Hiking Trips* has been published for spring and summer use. This booklet lists week-end trips to the Shawangunk Mountains of New York, the Poconos of Pennsylvania, the Southern Taconics of Connecticut and Massachusetts, the pocket edition wilderness of Rhode Island's South County, and the N. W. New Jersey highlands. Vacation trips with organized hikes every other day from the camp or inn base include the Green Mountains of Vermont, White Mountains of New Hampshire, Maine, and the Adirondacks of New York. A series of Sunday hikes is available in Northern New Jersey and Southern New York. A copy of the booklet giving information regarding the hikes and the activities of the Bureau may be secured for 10¢ from the Hiking Trips Bureau, Ho-ho-kus, New Jersey.

Milwaukee Votes for More Funds

MILWAUKEE has successfully conducted a referendum campaign which is significant for the entire recreation movement. As the result of the vote the Department of Public Recreation and Adult Education of the School Board will receive additional funds each year for its program. In 1938 the mill tax will be increased from .4 of a mill to .6; in 1939 to .7, in 1940 to .8. After that date the rate will remain at .8 of a mill. This increase means that additional funds will be available in 1938 for increasing the salaries of workers.

Making Roller Skating Safe

THE city of Altoona, Pennsylvania, has designated eighteen areas for roller skating and the City Highway Department has set up barricades closing these areas to traffic. This has been done under the auspices of the official committee which during the winter was in charge of safety zones for coasting. Altoona is unique in having an official commission devoted solely to promoting safe skating.

Gifts to Illinois Cities

A gift for playground purposes from the estate of the late Patterson C. McGlynn, publisher of the *Moline Dispatch,* has been formally accepted by the Moline, Illinois, City Council. Mr. McGlynn's will provides that following the death of his widow, half of the residuary estate shall be paid the City Treasurer of Moline for use in establishing playgrounds, purchasing playground equipment or both at the discretion of the City Council.

Mrs. William Butterworth has given $15,000 to the city of East Moline for playground purposes.

From Joe Indian to Mickey Mouse!

"ALL in the space of about two hours," says the *Detroit Free Press* of April 23, "American civilization grew from Joe Indian to Mickey Mouse for the benefit of 13,000 people who attended the Fifteenth Annual Women's Demonstration of the Department of Recreation at Olympia." 1600 women took part in the program, all members of the classes conducted by the Recreation Department. The demonstration was directed by Lottie McDermott Colligan assisted by a number of the members of the staff of the Recreation Department.

Platting Land for Recreation

THE 1937 session of the legislature of the State of Washington has enacted a law relating to the platting, subdividing and dedicating of land which provides that each such plat, subdivision or dedication, before any of its lands or tracts may be sold or offered for sale, shall first be submitted for approval to the legislature or planning authority having jurisdiction thereof as provided for in the law. Every legislative or planning authority charged with the duty of passing upon and giving or withholding approval "shall establish reasonable regulations, with the continu-

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ing right of amendment thereof, controlling the form of plats, subdivisions and dedications to be filed, the minimum width of streets and alleys, the minimum lot or tract area, street arrangement, provision for improvement of streets and public places and for water supply, sewerage and other public services, *dedications of parks, playgrounds and other public places.*"

The authority charged with this responsibility is also charged with the duty of seeing "whether or not the public interest will be served or advantaged by such platting, subdividing or dedication." Only as it shall be convinced will written approval be given "which shall be suitably inscribed on such plat, subdivision or dedication and executed by it."

Courses in Aviation for Boys and Girls — Courses in aviation were an outstanding activity of the indoor program of the Framingham, Massachusetts, Division of Recreation. The course included all the basic fundamentals of flying consisting of aviation history, theory of flight, the aeroplane and its parts, airports, navigation, meteorology and allied subjects. Visual education was an essential feature. From time to time motion pictures were shown depicting the growth and development of aviation.

Developments in Dearborn, Michigan—The budget for public recreation in Dearborn, Michigan, for the coming year will be $49,979 as against $32,085 for the year which has closed. It provides for salary increases of the executives and important personnel in the Playground and Community Center Divisions of the local Recreation Department. In addition a woman assistant to have charge of the work among girls and women is to be employed for the first time.

Service From Traffic Violators — Miss Beatrice Jones, Secretary and Publicity Director of the Palo Alto, California, community center writes of an interesting plan whereby the Recreation Department secures service from traffic violators. The Police Department sends violators of traffic rules to the Recreation Department who work out their fines by doing miscellaneous work for the Department. They are not used in a leadership capacity. Through this plan, in addition to the many hundreds of volunteer workers who served during the year, the center has had the benefit of many hours of work of such types as sewing on costumes and clerical work from women and cripples who are unable to work on the wood pile to avoid payment of fines for traffic violations.

Coatesville Develops a Play Center — In 1935 the Bethlehem Steel Corporation deeded to the city of Coatesville, Pennsylvania, a piece of property along historical Brandywine Creek consisting of 66 acres of land and 22 acres of water to be called *Brandywine Park.* Assisted by WPA, the city is developing the area with a baseball field, four tennis courts, a children's play area, shelters and several ovens for the use of picnick-

ers. There will be water activities on the Creek as well as regular park activities.

A History of Recreation in Hawaii — The Recreation Commission, City and County of Honolulu, of which Arthur Powlison is executive, has issued an illustrated booklet presenting a vivid picture of the development of the recreation movement in Honolulu. Not only the activities of the Recreation Commission but the part played by other public and private groups are recorded. There are, for example, sections on commercial recreation, tourist recreation, military recreation, the program of the Palama Settlement, the contribution of the Honolulu Academy of Arts and many similar groups. Throughout the values of recreation are stressed.

Sunday Nature Study Tours — The Oklahoma State Parks Commission is sponsoring a program of Sunday nature study tours through the parks which became operative in April when the wild flowers were in bloom. Guides are being furnished from the technical personnel of the National Park Service Regional Headquarters. These guides interpret the various natural features of the parks, identifying species of wild flowers, trees and birds. Each tour is publicized in advance to give people throughout the State an opportunity to plan for their Sunday outings.

Needs of Youth Today — The four major needs of youth today as based on their own statements are: employment, a happy home life, guidance and a satisfactory philosophy of life, according to Homer P. Rainey, Director of the American Youth Commission, in addressing a meeting of the Metropolitan Conference on Group Work and Recreation, New York City. The Commission, as a result of its study of unemployment among young people sixteen to twenty-five years of age out of school and unemployed, has found that there is very definitely a long-time trend, steady since 1919 to exclude youth under twenty-one from employment. This fact and the fact that three-fourths of all youth are out of school by the age of eighteen has created a fundamental problem — a steadily widening gap between the completion of school and the beginning of employment.

A New Year-Round City — Wyandotte, Michigan, has been added to the list of Michigan cities with year-round recreation programs under

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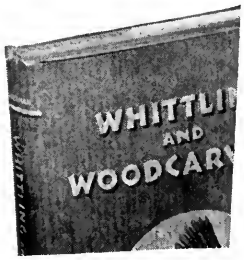

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New Ways in Photography

By JACOB DESCHIN, Camera Editor, *Scientific American.* Ideas for the amateur, showing what it is possible to do with only ordinary equipment in getting a wide variety of effects. With this book to help you, you can get that rainy-day shot, modern camera angles, attractive photo-transparencies, natural color pictures without a special camera. Tells how to make bookplates, greeting cards, photo-murals, lamp-shades, and decorative prints. 307 pages, $2.75.

The Boy's Book of Strength

By C. WARD CRAMPTON, M.D. This book tells the boy what he wants to know about health, athletics, and general physical well-being. In words that every boy can understand, Dr. Crampton offers health hints on such topics as You Can Overcome Defects, As Your Height Increases, Bettering Your Records with the Right Food, Sleep Well for Strength, Your Health and Your Skin, The Nervous System, Daily Exercises for Athletes. 252 pages, $2.00.

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full-time leadership. Under the guidance of a city recreation commission and with a $6,000 budget appropriated by the city council, Benjamin Yack has been appointed Superintendent of Recreation and has initiated a year-round program.

A Harmonica Band of Deaf Players — The Allegheny County, Pennsylvania, WPA is sponsoring a harmonica band composed of twenty-four deaf boys and girls. After less than three months of training the band's repertoire includes twenty-eight compositions, including such selections as Brahm's "Lullaby," Schubert's "Cradle Song," Dvorak's "Humoresque," and the choral finale from Beethoven's "Ninth Symphony." A number of selections are played in two parts. The band is taught and directed by Edward Clark, WPA harmonica instructor.

An All-High Band—The Ohio Valley Music Educators Association, consisting of fifty music teachers in Ohio and West Virginia, in cooperation with the Oglebay Institute at Wheeling, West Virginia, on March 5th presented a program of the All-High Band of the Ohio Valley, made up of players from seventeen bands selected for their places by competitive try-outs. They rehearsed for several weeks under local leaders and held a two day band "clinic" on March 4th and 5th, under the direction of Ernest S. Williams of New York City.

Golf for Chicago Business Girls—The Chicago Park District is offering business girls and women an opportunity for group instruction in golf and tennis under the leadership of some of the best instructors in the city. The classes are held two evenings a week at 6 o'clock. A fee of $1.50 is charged for six golf lessons and $1.00 for ten lessons in tennis.

"Strings and Things" — Under this title, Remo Bufano has prepared a very interesting article on marionettes which has been published in the February issue of *Story Parade*. Illustrations by the author accompany the text. Marionette enthusiasts will want to have this issue of *Story Parade* which may be secured from the publication office of the magazine, Federal and 19th Streets, Camden, New Jersey, for 15 cents.

For the Children's Museum of Boston—The Children's Museum of Boston has begun the con-

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struction of a new auditorium which will be modern Georgian in design, of white brick and will have a seating capacity of 512. Measuring 106 feet by 54 feet in its greatest dimensions, it will have a circular lobby, dressing rooms, coat rooms and a janitor's apartment, in addition to the lecture hall with up-to-date equipment. It will be connected with the museum building by a colonnade.

Recreational Areas — According to a statement from the National Park Service, "the national, state and local parks, bird and game refuges, and privately owned recreational areas now include approximately 21,000,000 acres. In its report to the President dated December 1934, the National Resources Board recommended that the area of land devoted to recreational use be increased to 84,000,000 acres, exclusive of lands under the Department of Agriculture."

A Regional Conference on State Parks — The Far West Regional Conference on State Parks held in San Francisco, California, early last fall has the distinction of being the first ever held west of the Rocky Mountains. Representatives from six far western states attended. The im-

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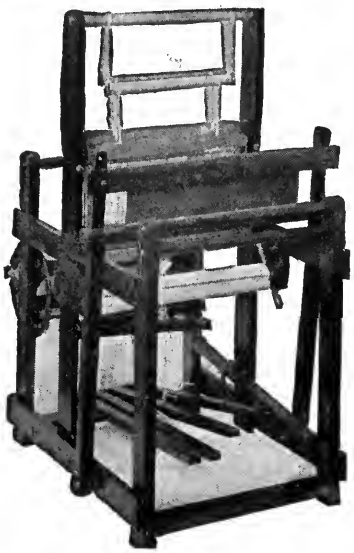
portance of public recreation was stressed in a paper entitled, "The Place of Parks in a State Plan." Recreational values in state parks was further emphasized by Gilbert L. Skutt, Superintendent of Parks, Pasadena, California.

Community Centers in Oakland—The Board of Playground Directors of Oakland, California, maintains three community centers in heavily industrial districts of the city. Each center has a resident supervisor and two of them have playgrounds operating in connection with the buildings. The program, designed for both children and adults, consists of athletic games, social recreation, handcraft, music, dancing, dramatics, clubs and classes, all planned by the participants with the aid of the resident supervisor. "To the neighborhood the community house is a social center and the supervisor a friend and adviser."



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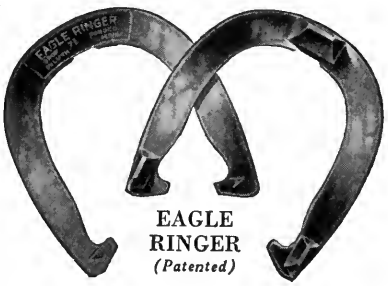

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Recreational Buildings—The October 1936 issue of the *Architectural Forum* states that of the nineteen hundred and sixty millions estimated as the total value of all buildings in the United States during the year 1936, thirty-five millions were estimated as having been spent for buildings of a recreational type. Actual construction in ninety-four of the larger cities during the first six months of 1936 totaled four hundred and nine millions as compared with a total of two hundred and thirty-nine millions in the first six months of 1935. Recreational buildings totaled seven millions as compared with four millions in the first half of 1935.

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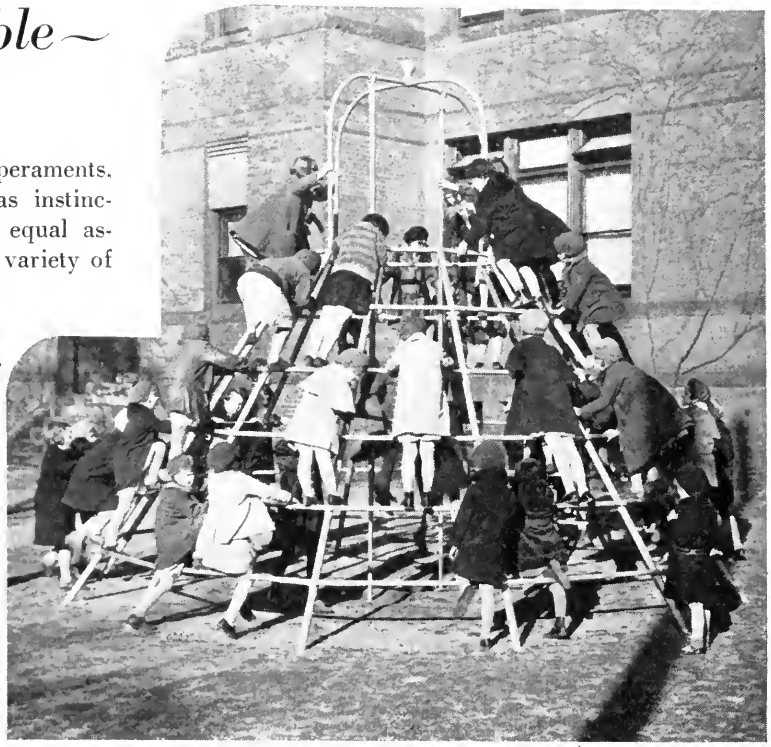

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A Community Building for Racine — On anuary 10, 1937, Racine, Wisconsin, dedicated ts new community building in Douglas Park. The uilding cost $60,000, of which $40,000 was con- ributed by the city and $20,000 by WPA. The ecreation program of Racine, which is under the uspices of the Park Department, is expanding early. In 1932 the recreation budget was cut to 9,000. It has been gradually increased to $15,000 n 1937.

North American Wild Life Conference—"It s inevitable that in the years to come the recrea- ional values of an abundance of wild life, of for- sts, lakes and streams will be sought with in- reasing frequency by people who appreciate the vholesome spiritual and physical rewards of days pent in natural environment."

These words were addressed by Secretary of Agriculture Henry A. Wallace to 1,200 outdoor nthusiasts who were gathered in St. Louis, Mis- ouri, on March 1st, under the auspices of the North American Wild Life Conference. The mphasis in the conference was primarily on the conservation of our natural resources and on the restoration of those lands and waters that have

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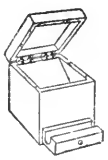

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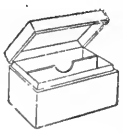

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been ravaged and despoiled through greed and unwise use. Mr. Wallace stated that the Federal government had at last recognized conservation and restoration as a national responsibility of the greatest significance to the American people.

The conference set itself to the task of forming a nation-wide organization to arouse public opinion to support a campaign of restoration and conservation of natural resources.

A Conference of Recreation in the West—At the state-wide recreation conference held at Hailey, Idaho, early last fall under the auspices of the Idaho State Planning Board, 200 people came together to discuss the general problems of outdoor recreation and in particular to give their opinions on the proposed Sawtooth Mountain National Park, an attractive area in the mountainous section of central Idaho. A paper on "Planning for the Proper Utilization of Our Recreation Resources" was given by J. B. Williams, consultant for the National Park Service. Other speakers discussed wild life conservation, recreational opportunities in our national forests, state parks and reserves for recreation, and multiple use for public lands.

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The Deering Community Center — Boston University, according to *The New York Times*, has received an unusual gift in Deering Community Center, a community project started eight years ago by Dr. Eleanor A. Campbell of New York City. It is an effort "to cultivate in a countryside settlement some of the elements of happy living and well-being not usual in many communities." The center will be a rural community and training center under the School of Religious and Social Work. Dr. Campbell, who has been a summer resident of Deering, New Hampshire, for many years, established the center as a memorial to her daughter. The grounds of the center, in which more than $100,000 is said to have been invested, include 120 acres located six miles from Hillsboro. There are more than thirty buildings on the property.

Chewing Gum, Cigarettes and Public Recreation — Three packages of chewing gum *per year* are equal to the cost per resident of the Recreation Department's program.

One package of cigarettes *per year* is equal to the cost for the public recreation department in a tax statement of $80.00!

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Taken from the 1936 annual report of the Department of Public Recreation, Irvington, New Jersey.

A Personnel Commission for Louisville — During January the state legislature of Kentucky

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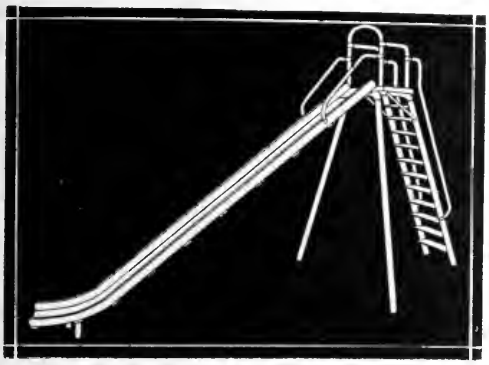
enacted a law establishing a personnel commission in the first-class cities of the state, primarily Louisville. Its provisions apply specifically to the Departments of Public Health and Public Welfare. In Louisville public recreation is a division of the Department of Public Welfare. Walter R. H. Sherman, Superintendent of Recreation, in writing about the law, refers to the commission as a "civil service body." The law empowers the commission, with the approval of the City Council, to extend the provisions of the act to the personnel of other municipal departments. The commission is composed of two members appointed by the local municipal university, two appointed by the Board of Education, with the Mayor serving as ex-officio member. A full-time personnel director is to be employed by the commission. The law became effective April 16, 1937.

The Children's Room of the Library—Ruth A. Hill, Children's Librarian, New York Public Library, in the November 15th issue of *The Library Journal* discussed the subject, "Making the Children's Room Indispensable to the Community." Among other things Miss Hill said:

"No matter how vital we make our work, within our Children's Room walls we are going to meet a very small per cent of the children for whom the Room was meant. Our work and enthusiasm must extend beyond mere walls. Whether by telling stories in hospitals and talking to mothers' clubs we can show a marked increase in circulation is unimportant. What is important is the fact that we have given some small taste of the joy that can be found within books to people who might otherwise miss it. In carrying the Children's Room outside its walls one of the most important things to remember is never to duplicate the work that can be done by some other agency. As soon as we start handicraft clubs, art groups, etc., we are encroaching on the ground of trained experts. Our specialty is books, and it was to bring books and children together that the first children's library was founded. I can think of no better reason for being for the very newest and finest children's library in the land. As soon as settlements, churches, playgrounds and hospitals are aware of our interest in bringing books to their children, requests will pour in for story telling and book clubs."

Camera Clubs—Everyone in the regional office of the National Park Service in Oklahoma is



A Complete Modernly Designed
line of
PARK, PLAYGROUND and SWIMMING POOL EQUIPMENT

We offer our customers more continuous EXPERIENCE on the part of our executives, in all phases of Design, Production and Selling than any other manufacturer in the field.

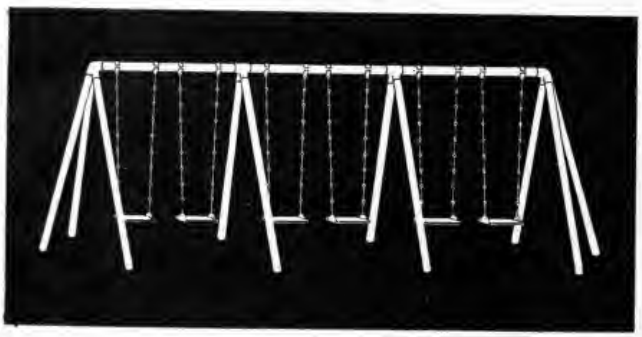
THE RECREATION LINE

Climbing Gyms, Monkey-Jungles, Swings, Slides, Merry-Go-Rounds, Giant Strides, All-Metal Tennis Net Outfits, Gym Combinations, Basketball Outfits, etc.

For the Swimming Pool we have Ladders, Diving Board Outfits, Slides, Life Lines, Life Buoys, Life Guard Chairs, Pool Cleaning Devices, Diving Mask Outfits, etc.

Write for free catalog

Recreation Equipment Company
726 West Eighth St., Anderson, Indiana



eligible to membership in a Camera Club which has been organized among technicians. The Club meets one night a week and a commercial photographer serves as instructor. The Club has adopted a text book *Elementary Photography* and a chapter is assigned for each week's lesson. Members bring in pictures for general criticism and discussion.

An Appeal from Japan—Mr. Inoshita of the Playground Association of Japan has written V. K. Brown of the Chicago Park District that he is establishing on a small volcanic island, about 70 kilometers from Tokyo, a sort of municipal camp and zoological park. One feature of this 1,500 acre tract contains in part a virgin forest mainly of camellia and a desert and lava cones. Mr. Inoshita asks help from American park and recreation officials in the development of this project. Mr. Brown, writing of the request, says: "I think possibly suggestions of a rock garden, of a cactus garden, and some counsel or references which will help him in the matter of vegetation adapted to the volcanic origin of the soil would be of help, as well as suggestions on municipal camp experience, equipment and facilities, and systems of

BOOKS YOU WILL WANT TO OWN

CAMPING AND GUIDANCE
By ERNEST G. OSBORNE

"The understanding of the individual by the leaders is made the starting point in the educational process. . . . This orientation of program resources and leadership to the needs of individuals is the essential feature of guidance. It is the story of how one camp individualized the educative process." Hedley S. Dimock, author of Camping & Character.

Of practical value to all camp directors and counselors. Actual cases and suggestions of approach are included. The author is a member of the staff of the Child Development Institute of Teachers College, Columbia University. 192 pages, cloth. $2.00

CREATIVE GROUP EDUCATION
By S. R. SLAVSON

This new book assumes that sound educational practice is based upon fundamental interests of personality and that the job of education is to provide outlets for these interests. It helps to answer questions like these: What is it youngsters really want from us when they first join a club? How should we select what an activity group ought to do? How about competition?

Fifteen chapters are given to descriptions of creative group education at work—in club programs, in arts and crafts, in music and the dance, in dramatics, in parties, in trips and excursions, etc. 256 pages, cloth. $2.50

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GAMES

Eliminate Injuries

SPONGE RUBBER

- BOWLING SETS
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Balls ½" Diameter to 3½" Diameter

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The ROBINS HYGIENIC MAT CO.
SHELTON, CONN.

PLAYS
for the
COMMUNITY THEATER

The "Community Theater" is not a building or an organization, it is composed of the drama clubs, little theaters, churches, schools, service clubs, granges, farm bureaus, and all the other organizations in the community which constantly or occasionally produce plays. It is the present "American" theater.

Send for this free booklet today

SAMUEL FRENCH

25 West 45th Street, New York, N. Y.
811 West 7th Street, Los Angeles, Calif.

operation. Blue prints and plans of camps and zoos, or photographs of such developments would be very gratefully received."

Materials and suggestions should be sent directly to Mr. Kiyoshi Inoshita, Chief Director, Japan Playground Association, care of Hibiya Park Office, Marunouchi, Tokyo, Japan.

For Catholic Youth — Cardinal Hayes has urged the establishment of organizations for youth in every parish of the diocese, according to *The New York Times*. He believes that the need for such organizations to provide activities for leisure time is greater in the city than in the smaller communities. He has also urged the establishment of study clubs so that the benefits of early education will not be lost "while there are conditions in the world that require study."

Leadership Training Courses — For a number of years the Montreal, Canada, Parks and Playgrounds Association has conducted training courses covering such subjects as social recreation, games, folk dancing and community singing. While these courses were helpful, they seemed to have little in the way of definite results as far as developing leaders was concerned. Studying their groups carefully, the officials of the association found that in many there were potential leaders who through timidity and similar causes were not assuming the positions which their capabilities and personalities warranted. It was therefore decided to start a course for people with definite leadership ability in an effort to develop them to the point where they would assume responsibility for their groups and clubs. The experiment, carried on at Rosemount Community Center, met with an enthusiastic response.

Minutes of fictitious groups were compiled, and parts were written for various committee members. Members were elected to the various offices, and meetings were conducted under leadership. Each week different individuals read reports and sat in office. Each member present was on his feet giving an opinion at least two or three times during each session. An elementary book on parliamentary procedure was secured and most of those attending the course had copies. The plan was found to have merit in helping members to take a more active part on committees and in conducting meetings along more businesslike lines.

NO MATTER HOW YOU LOOK AT IT

"JUNGLEGYM"

CLIMBING STRUCTURE

IS THE PERFECT PLAYGROUND DEVICE

It is the safest, sturdiest, longest-lived and most popular with children. It is the most economical, too. It accommodates the greatest number of youngsters in the most limited play space. There are no moving parts, nothing that has to be replaced. Health authorities endorse it, too, not only because it is safe, but because it develops the muscles of the shoulders, arms, chest, back and abdomen — muscles so important to future good health — muscles neglected in a modern world where children have so little opportunity to climb in safety.

Write for new booklet RE-2. Representatives in all principal cities

J. E. PORTER CORP.

Manufacturers of Louden Gymnasium, Swimming Pool and Playground Equipment, Spalding Gymnasium Equipment.

OTTAWA ILLINOIS

Our Crime Problem — "Every year about 80,000 persons go to the city and federal prisons and reformatories. About 18,000 are sentenced to the institutions of New York City alone. Where do they come from and who will take their place when they are released? Their places will surely be taken for the prisons of the country are not only filled at all times but their population has doubled in the last ten years. Two-thirds of the prisoners are under thirty years of age and a substantial percentage are under twenty-one years of age."—*Austin H. MacCormick,* Commissioner of Correction, New York City.

Municipal Parks in the United States

(Continued from page 180)

the various recreation facilities and buildings. Other tables will list the bond issues and gifts for park purposes during the five-year period 1931-1935, the cities reporting out-of-the-city parks and detailed information as to municipal zoos. Some 30 summary tables, 10 graphs, and several pages of illustrations of park scenes and activities will make the publication a valuable reference for all who are interested in park and recreation service.

Written in the Workshop

The Beacon Handicraft Series

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Elementary, inch-by-inch, self-instruction books in *Leathercraft, Metalcraft, Linoleum, Braiding and Knotting, Hand Loom Weaving,* written by the teachers in the Fellowcrafters' Guild, an affiliate of Boston University. Other titles to follow as soon as practicable.

The books are inexpensive, and the materials and tools prescribed are of minimum cost.

Average number of pages, 128. 30-40 hand-drawn illustrations. Cloth, $1.00. *Send for descriptive announcement.*

The Beacon Press, Inc.

25 Beacon St., Dept. 16, Boston, Mass.

GOOD *clean* FUN

. . . That's the first rule of sportsmanship . . . of all play; good clean fun, clean air, and a good clean place to play.

But air laden with dust is not clean air, and an athletic field, a tennis court, or a baseball diamond that is thick with dust stirred up by the wind or running feet is not a clean place to play.

Solvay Calcium Chloride binds the surfaces of play areas through its compacting action. It does away with dust entirely—reduces the danger of infection through dust—cuts sunglare to a minimum—prevents surface cracking and weed growth—gives a *clean* place to play, all at a cost so low that it hardly affects the budget.

Solvay Calcium Chloride, for many years, has been used by leading schools, universities, athletic associations. It is a clean, odorless and harmless material that is easy to apply—by hand or spreader—just as it comes from the package (in small white flakes). It does not affect tennis balls, tennis shoes or other athletic equipment. Complete information will be sent upon request.

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Calcium Chloride

Service Helps

The American Medal & Trophy Co., 79 Fifth Avenue, New York City, is a headquarters for recreation workers seeking medals, cups, trophies, plaques, pins and other prizes for tournaments at prices which enable giving the maximum number of quality awards. Write for bulletin R.

The *Association Press,* 347 Madison Avenue, New York City, this spring has brought out two important books for leaders of recreation—"Camping and Guidance" and "Creative Group Education" advertised in this issue of RECREATION. Another book, which is a reprint of articles by Louis Blumenthal in *Camping Magazine,* will be published in June and will sell for one dollar. Association Press was represented at the National Recreation Congress at Atlantic City by Mr. Wilbur H. Davies who was in a position to help delegates in the selection of books on recreation.

The *A. S. Barnes and Company,* established in 1838, specialize in publishing books on recreation, sports, dance, physical education, health education and allied subjects. This company has the longest and best lists of titles in these fields.

Each year a complete catalog is issued, and in addition a fall and spring announcement of new books. A card addressed to the A. S. Barnes and Company, 67 West 44th Street, New York, requesting a catalog, is your entree to their mailing list.

With the publication of "Sing!" the new inexpensive all-purpose song book, *C. C. Birchard & Company* of Boston add one more unit to their list of special services for recreation leaders. Issued by the publishers of many fine operettas and community song collections, "Sing!" is a complete song book, containing words and music with accompaniments of more than 150 favorite numbers, including many Gilbert and Sullivan selections.

The *Carrom Company, Ludington, Michigan,* have manufactured carrom boards since 1889. They issue an attractive folder illustrating and describing their complete line of combination carrom and crokinole game boards. In addition to carrom boards they manufacture official ping pong tables, a complete line of folding card tables and folding chairs, also banquet tables.

An inquiry addressed to The Carrom Company will bring you printed matter and complete information, if you will state your requirements.

Craft Service, 350 University Avenue, Rochester, New York, is now making shipments of craft materials within three or four hours of receipt of orders. This means that at least in the Eastern section of the United States, shipments will be delivered to the purchaser within 48 hours of the time of placing the order in the mail. Craft Service recommends Craftene rings as interesting and beautiful craft projects. They are not expensive—about five cents each—and are made up ready to be filed into the desired shape or design and then polished. All colors available. Anyone from ten years up can do the work easily.

The Daytona Beach Shuffleboard Company, Philmont, New York, is constantly improving and adding to its equipment. Among the most popular new additions are the Aluminum Footed Cues, new Rubber-tired, noiseless Discs, and the Composition Discs. The old ring toss game, now manufactured by the company, is proving popular. Churches, recreation centers, lodges, parks, hotels, schools, homes, grange halls, Y.M.C.A.'s and Y.W.C.A.'s are using the Daytona Beach Shuffleboard Equipment.

Diamond Calk Horseshoe Company of Duluth, Minnesota, has available for playground and recreation cen-

Make Your Playgrounds EXTRA SAFE

Safety is an important factor when you select playground equipment. Make it *extra safe* with EVERWEAR, the equipment that has safety "built in."

EVERWEAR takes the danger element out of swings by making swing seats of air-cushioned rubber, strong and durable, yet soft enough to absorb the shock of a chance blow. This patented seat has a wooden core, completely edged in deep air-cushioned rubber of exceptional toughness and durability, locked to the case by concealed strips.

Other apparatus—slides, swings, merry-go-rounds and ladders are made to withstand maximum loads. Metal parts are rust-proofed, wood is given two coats of jade-green paint, and steel frame fittings weld the outfits into strong, durable units.

Investigate the famous EVERWEAR line of equipment. Find out how it can add safety to the popularity of your playground. Send for the FREE catalog No. 28 TODAY. Address Dept. R.

EverWear
Manufacturing Company
SPRINGFIELD, OHIO
Dept. R

A full line of beach and pool equipment is also manufactured by the EVERWEAR *Company. Catalog 28W gives complete details.*

ers free booklets on Official Pitching Horseshoe rules, and instructions on organizing and conducting pitching horseshoe tournaments. The company also produces score pads with ringer percentage charts in convenient size for keeping individual records and a large wall chart for keeping ringer percentage records that will be easily visible.

In the belief that horseshoe pitching is ideal from both health and entertainment standpoint the company has, according to Mr. Frank Swanstrom, Sales Manager, attempted to make available everything essential to the game. Everything from instructions on how to play, diagrams of courts, listing of rules, sample club constitutions to a complete line of pitching shoes and accessories, is produced by the company.

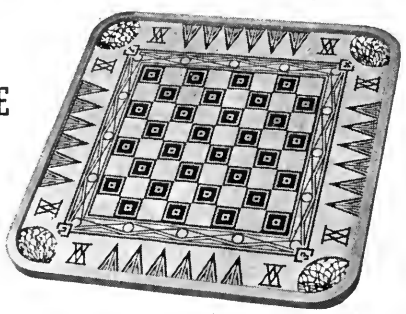
The game itself is rapidly becoming universally adopted by game-loving Americans. It is not difficult to learn and yet requires constant practice for any degree of proficiency. It may be played by old or young, by musuclar athletes or average office-bound mortals. It provides muscle-limbering exercise yet it is not so strenuous as to be tiring.

The Diamond Calk Horseshoe Company has long been known by blacksmiths as producers of high grade horseshoes. The same steel is used for Pitching Shoes; the same careful workmanship gives them true balance and strength to withstand game after game without becoming dented, cracked or changing their shape.

Many styles and models are made—all conforming to requirements of the National Horseshoe Pitching Association. The most popular shoe, found most often at tournaments, is the Eagle Ringer. Toe Calks of this shoe are notched so when shoe spins about stake it catches and does not fly off. The shoe is made of an extra high grade of tool steel—drop forged—and polished to a degree of smoothness that makes handling easy. Shoes may be procured made of a special steel that

COMBINATION CARROM AND CROKINOLE GAME BOARDS
10 STYLES

Style "Q" Carrom Viking Game Board
57 Games—72 Pieces Equipment



Carrom Side
(CROKINOLE ON REVERSE SIDE)

OFFICIAL PING PONG TABLES

APPROVED!

Also *by the American Ping Pong Ass'n*
FOLDING BRIDGE TABLES AND CHAIRS
Chess and Checker Tables

The Carrom Company
LUDINGTON, MICHIGAN

MEDART PLAYGROUND APPARATUS

A complete line to completely equip the modern playground

WRITE FOR CATALOG P-3

Your playground problem — like your playground apparatus order, large or small — receives the careful, interested consideration of specialists, when referred to "Medart" . . . Since 1873 "Medart" has been identified as a conservative, responsible manufacturer of many kinds of equipment and apparatus used by children in schools, parks, playgrounds, etc. . . . Let "Medart" help solve your playground problem. Complete engineering service without obligation.

MEDART WATER SPORTS EQUIPMENT

Redesigned, the new 1937 "Medart" line of Slides, Diving Boards, Pool Ladders, Diving Towers and all the other accessories required in the modern pool, are illustrated and described in Catalog, W.S.1. Write for copy. . . . Complete engineering service.

FRED MEDART MANUFACTURING CO.

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Sales Engineers in All Principal Cities
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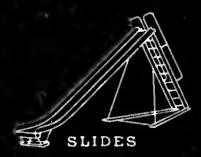


causes them to lie flat when thrown. They will stay where they are pitched and not bound away. Special Junior size made for women and children.

Other horseshoe pitching equipment produced by the Diamond Company includes steel stakes, stake holders, official pitching boxes, carrying cases. Shoes are packed either in pairs in cardboard boxes or in sets of four with one pair of stakes in wooden boxes.

For information concerning the game or equipment, Diamond Calk Horseshoe Company invites correspondence with its Duluth office.

TENNIS NETS

— also —

Backstop Nets
Soccer Nets
Golf Practice Nets
in fact

All Sport Nets

This house has long been headquarters for all the above.

W. A. AUGUR
INC.
35 Fulton Street New York

Recreation, park and school officials will welcome the announcement by the *Ernzer Manufacturing Company*, 233 North Grinnell Drive, Burbank, California, of its modern inventions which reduce swimming pool cleaning time by half. There are ten types of Aqua-Vacs in handle and towing models and three hose sizes. There is a correct type for every size pool and kind of vacuum line installation. Nine exclusive features guarantee a thorough scrubbing with all sand and heavy sediment quickly and easily removed. The company will be glad to cooperate with engineers, architects and builders in providing information. Write for a circular.

There are safety plus features in *Everwear Playground, Beach Equipment.* To those who may now or in the future be interested in playground or beach and pool equipment, we suggest it might be well to investigate and see what the Everwear line has to offer.

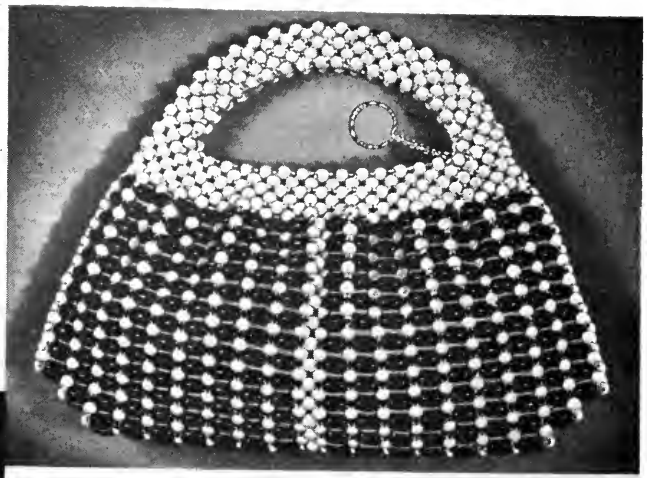
We have just finished looking through their interesting new catalog showing in detail the unusually complete line which goes beyond the conventional swings and slides into a unique array of swing dives, giant stride outfits, traveling rings, whirling climbs and the like—in fact, every type apparatus for every type playground, beach or pool.

A brief study of the set-up of the various outfits shows that when Everwear says "safety is built into" their equipment, it's not an advertising claim but actual fact. It stands to reason that the more durable the unit, the less danger there is of accident. Everwear achieves durability by using pipes processed to "take it," and adds to that a patented, double compression, toothed "dog" fitting that welds the outfits into strong units. And those fittings contain more actual weight than any others—another factor in durability. Add to that the fact that each pipe in the framework of Everwear equipment is gripped by not less than ten square inches of positive gripping surface, and you have sound proof of built-in safety.

Going further into the safety angle, Everwear manufactures swing seats with wooden cores, completely edged with tough rubber that acts as a shock absorber, minimizing danger from chance blows.

It is our recommendation that you write for the Everwear catalog and check for yourself this unusual line

POPULAR
Wood Bead
CRAFT



WORLD'S BEST QUALITY BEADS
At Lowest Prices

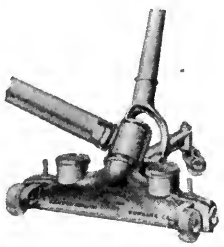
- WOOD BEAD CRAFT
- PORCELAIN TILE CRAFT
- CUBE BEAD CRAFT
- THE *New Patented* INDIAN BEAD LOOM

FREE *Send for descriptive literature, sample cards and instruction booklets!*

WALCO BEAD COMPANY
Dept W5 37 W. 37th St., N.Y.C.

before equipping or replacing old equipment on your playground, beach or pool. Address, *Everwear Manufacturing Company,* Springfield, Ohio.

Fellowcrafters, Inc., 64 Stanhope Street, Boston, Massachusetts, have added several new projects to an already comprehensive list of group, school, and home work-shop crafts. Silk screen printing; metal embossing on recently perfected thin guage metals and heavy metal foils; cold-metal bending; flexible rubber mould-making for multiple art casts; improved bantam weight boat kits for individual or group assembly work; model yachts; fashionable belt kits; recently developed projects in other crafts and a number of other major items are now ready for arts and crafts classes, recreation directors and individual craftsmen, both amateur and expert. Newer items are being added constantly. Recently published literature on the entire line of projects can be secured by writing Fellowcrafters, Inc., 64 Stanhope Street, Boston.



The BEST by TEST . . . NINE Exclusive FEATURES
AQUA-VACS reduce POOL CLEANING TIME to HALF

For Perfect Pool Cleaning Satisfaction Specify and Install the AQUA-VAC. Patented Vacuum-Controlled Brush Feature guarantees 100% Pick-up and Scrubbing Ability. Ten Types of AQUA-VAC Sediment Removers. No Pool Too Large.

15″ AQUA-VAC for 1½″ and 1¾″ ID Suction Hose, Handle Model. 22″ AQUA-VAC for 1½″, 1¾″ and 2″ Hose, Handle or Towing Models. 30″ AQUA-VAC DUPLEX Handle or Towing Model for 2″ ID Hose.

AQUA-VAC Above or Below-water Vacuum Line Fittings. 1½″. 1¾″ and 2″ Hose Size x 2″ Vacuum Line. AQUA-VAC SPECIAL White Suction Hose, 3 sizes. Ernzer Friction Wall Cleaner, Han-Dee Square Skimmer, Better-Sweep Adjustable Floor and Deck Brush, Metal Hose Floats, Vacuum Gauges.

In making inquiry on POOL CLEANERS or SEDIMENT REMOVERS state pool size; hose size, ID; number of wall or above-water fittings; state pump capacity and location. If an established pool state what vacuum cleaning equipment already installed. A rough sketch will aid us to make quotation on the best installation for your particular pool.

ERNZER MANUFACTURING COMPANY
233 No. GRINNELL DRIVE
BURBANK, CALIFORNIA

Leathercraft Projects

for the playground, home, and handicapped groups

- A complete line, including nine styles of belts for men, women, and children; change purses, billfolds, keycases, gift sets, zipper wallet, and a new smart suspender.

Orders shipped on the same day received.

Send for our new summer catalog

THE LEATHERCRAFT GUILD OF AMERICA

Dept. E **Colchester, Conn.**

If You Are Concerned With Playgrounds—

- Are you going to be a playground director this summer? Are you a member of a board in charge of a recreation program? Or are you a public-spirited citizen interested in seeing that your community has an adequate playground system?
- Whatever your association with playgrounds, you will want to know of the book, "Playgrounds — Their Administration and Operation," by George D. Butler, which has 402 pages of practical information on the operation of playgrounds. It is the only book devoted exclusively to this subject, and the playground worker and official will find it invaluable.

. . . Price $3.00

National Recreation Asssociation

315 Fourth Avenue New York City

From *Samuel French*, 25 West 45th Street, New York, and 811 West 7th Street, Los Angeles, there is now available a complete catalogue which classifies and fully describes French's plays of distinction for every need. A new system of classification makes it possible to find just the play desired with the least possible effort. Send for a copy at once.

Hill-Standard playground and swimming pool equipment as manufactured by *General Playground Equipment, Inc.*, Kokomo, Indiana, is maintained at the same high standard of excellence that has always characterized the line since its inception. A complete catalog covering this nationally-known line may be had upon request.

This company has developed a new playground climbing structure under the name "Fire Chief." The unit is self-bracing and practically indestructible. There are no moving parts and as it is completely hot-galvanized there is no maintenance problem. This unit is a great favorite on playgrounds, incorporating as it does a center sliding pole similar to that used in fire departments. It has the advantage of keeping larger children from monopolizing the structure. The children, upon reaching the top, naturally slide down and this gives the others an opportunity to climb.

Real progress has been made during the last year or two by recreation officials in conquering the dust problem on playgrounds. When a new product was first put on the market for this purpose about two years ago—called *Gulf Sani-Soil-Set* (developed by the Gulf Research and Development Company)—hundreds of recreation officials in various parts of the country gave it a trial.

A recent survey among users reveals that this preparation has given remarkable results. In every instance it was found that a single application was sufficient for the first year. Then, for the second year, the material can be applied in less quantity than the first—this, because the effect of the first application had not worn off.

Gulf Sani-Soil-Set is a liquid compound possessing both germicidal and dust allaying properties. It is claimed that one quart per square yard will control the dust throughout the season. The Gulf Oil Corporation and the Gulf Refining Company of Pittsburgh, have been highly praised by recreation superintendents and ground keepers generally for their contribution of an inexpensive product that will effectively control dust. Manufacturers claim Gulf Sani-Soil-Set is ideally suited for the treatment of all bare ground where control of dust is desired and is recommended for bare playgrounds in general, tennis courts, parking lots, bridle paths, private roads or driveways, race tracks, ball grounds, amusement parks and other areas.

An interesting fact about the *H. & R. Manufacturing Company's* athletic field markers is that the idea was developed from a census taken from a number of coaches and directors of playgrounds. The result was a marker of greater capacity, that would handle lumpy and damp powder as well as fine dry material. The additional features of handy regulation and quick shut-off has made this type of marker a leader with fast increasing popularity. One can set the adjustment on the handle for a predetermined amount of flow, and this is not changed no matter how many times the flow is shut off and thrown on. Oilless Bearings and Ratchets entirely enclosed and packed in grease are features of the H. & R. Manufacturing Co.'s markers. The adjustable regulation makes possible a great saving in marking material. Many playground officials have attested to a saving of 50% and better.

The company now manufactures this new type of marker in four different models to suit various requirements and budgets.

Starting on a small scale to furnish the local and nearby schools and playgrounds, the company has now sent

Hill-Standard

THE FUN FUL LINE
PLAYGROUND EQUIPMENT

PLAYGROUND
SWIMMING POOL

Write for Catalogue No. 17

General
Playground Equipment, Inc.
Kokomo, Indiana

machines to practically every state in the Union. This firm has recently moved to its new location at Palms Station, Los Angeles, California.

J. L. Hammett Company, Kendall Square, Cambridge, Massachusetts, in the publication of "Sand Craft," by J. Leonard Mason, Sc. D., has given recreation workers a valuable tool. Of "Sand Craft" Dr. R. Tait McKenzie, well-known sculptor, has said "For children, sand is an ideal medium for expression. It is cheap, easily handled by simple home-made tools, and the short life of its forms suits the rapid changes of the youthful mind still unfitted for long and continuous concentration. In the hands of a good teacher it may become an educational weapon of the first magnitude. . . . Doctor Mason gives the first comprehensive course that I have seen on the technique of this fascinating art."

A review of "Sand Craft" will be found on page 207 of this issue of RECREATION.

The *Harvard Film Service,* Harvard University, Cambridge, Massachusetts, produces films which, although designed for instructional purposes, are equally adapted for general school assemblies, camps, and adult education groups.

One of the most practical modern devices for park and general recreational use is the *Haskell Climb-A-Round.* The Climb-A-Round is ingenious in design, with the added merit of compactness and stability. It can be described as a more or less pyramidal structure consisting of a series of parallel horizontal bars some two feet apart, working up to a peak from which vertical sliding poles descend to the ground inside the pyramid formed by the horizontal bars. It occupies a minimum of space but affords a maximum use opportunity for children.

FUN ★ ★
EXCITEMENT ★
HANDCRAFT

Streamlined For Recreation Programs

Happy hours of pleasing recreation. Keen enthusiastic response to the decoration of many attractive arts and crafts articles. Instructive. Educationally approved! Striking results regardless of ability.

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CHARACTER MAGAZINE

should be in every home, church, school and public library. Community organizations, Y.M.C.A.'s, Y.W.C.A.'s, P.T.A.'s, Boy Scouts, etc., should have a subscription to this magazine as resource material.

CHARACTER MAGAZINE

is tremendously concerned in developing character and in real cooperative alinements between agencies in the community. Some of the finest minds in the country are numbered among the editorial group responsible for this magazine. A glance through any number will convince you that you should become a regular reader of this unique magazine.

Why not take the time to check the offer below that appeals to you most and mail to us TODAY with your remittance. If you will mention these offers to your friends you will be doing them a real service and at the same time help us develop this magazine.

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Its outstanding characteristic is probably safety. There are no moving parts, no sharp corners, no protruding ends. It is strong and solid, economical in first cost and in upkeep. This economy in first cost is particularly important in situations where amusement and exercise must be provided for a large number of children, and the lack of upkeep expense is an advantage that is greatly appreciated where playground apparatus is in continuous use. The construction is such that no special foundation is needed; it can be bolted together right on the field. Once erected, it lasts almost indefinitely, due to the fact that it is made of heavy galvanized steel tubing.

For organized use, as many as eight different lines of children can approach and perform the exercises specified by teacher or athletic director in unison. When used individually, the larger size will give 20 or 30 children ample opportunity to amuse themselves and develop their ability and muscles at once. Schools and playgrounds, where Climb-A-Rounds are installed, use them the year round. The small exposed areas do not collect snow or ice, nor form a shelter for heavy snowdrifts. Children enjoy them as enthusiastically in winter as they do in summer.

A number of different sizes of Climb-A-Rounds are available to suit different conditions and locations. Full particulars can be obtained from the manufacturer, *W. E. Haskell, Inc.*, Springfield, Mass.

The suits produced by the *Indera Mills Company*, Winston-Salem, North Carolina, are manufactured under strict sanitary conditions. Every suit is thoroughly examined for any defects prior to placing in cartons. Our wool suits are packed with a small bag of napthaline flakes to prevent moths eating after suits reach our distributors.

First we use a high grade special twist yarn which stands hard use and repeated laundering. Knit on latch needle rib knit machines, garments are pattern-cut of correct measurements at every point; all seams are twin needle double stitched with super strength thread, and buttons are non-breakable and non-corrosive, securely sewed to suit.

A rib knit suit is elastic and fits the figure perfectly while a flat knit or balbriggan fabric is not elastic and does not fit close to body.

It is important to keep in mind the fact that no other garment is subjected to as much abuse as a swimming suit and while the manufacturer is not infallible he cannot be held responsible for faults clearly beyond his control. We refer particularly to uric acid which ruins any fabric, rotting which results particularly in trunks or skirt cannot be considered a just claim. Sliding down chutes and playing on rafts will wear out any fabric regardless of its quality. Lying on boats, diving platforms or beaches in the direct rays of the sun for hours at a time, or hanging up of suit on line or placing in sun to dry without turning suit inside out will cause any color to fade. Proper care should be given a suit after being used, by rinsing it in fresh water and wringing it out carefully to get all water possible out of suit. Never take suit in both hands and twist it up to wring the water out. That weakens the yarn, and in wools it will soon break a thread and cause holes to show up. Always turn suit inside out to dry. Never put your suit away in moist condition or it will mildew and loosen the dye, causing the suit to rot and fade.

Replacements cannot be made on garments which have faded by excessive exposure to sun or on garments the colors of which have run on account of chemical reaction of certain mineral springs or bodies of water with alkaline or sulphur content. Chlorine or its derivatives, frequently used in tanks and pools, are injurious to color and fabric.

The Indianhead Archery & Manufacturing Co., Box 303, Lima, Ohio, with fourteen years of experience, is one of the few archery makers in business over ten

Plan Your Camp Archery Program Now
ROCO CAMP KIT

For Scout, Camp, Y. M. C. A. and Manual Training groups.

The kit consists of one 5 ft. hardwood stave, tapered; 6 self shafts, 24–28", pointed and nocked; 6 quill feathers; glue; hemp bowstring, and a leather shooting tab. State length shafts.

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$1.70

Catalogue free on request

ROUNSEVELLE-ROHM, Inc., Hazel Crest, Illinois

years. The company specializes in prompt service to camp and recreation officials. Your order by wire in the morning will be delivered by railway express the next morning in most towns within 600 miles of Lima. Shipments are made day and night and on Sundays during the rush camp season.

The Leathercraft Guild of America, with offices and factory at Colchester, Connecticut, specializes exclusively in leathercraft for vocational and recreational needs. Under the direction of Mr. A. Slopak, M. A. in Sociology (Clark), it offers a wide assortment of leathercraft projects and a twenty-four hour supply service.

Mr. E. J. Tangerman has issued a fascinating and practical book on whittling and woodcarving in "Whittling and Woodcarving," published by Whittlesey House, *McGraw-Hill Book Company,* 330 West 42nd Street, New York City, (Price $3.00). There is much in this volume for the handicraft counselor at camp or manual arts instructor in city settlement who finds himself lagging behind a gifted pupil. The author is most explicit and entertaining, whether he is talking about wooden whistles or high relief work, walnut-shell "whimsies" or nested spheres. "Don't worry about your lack of skill," he says, "You'll find that you have a surprising amount once you get at it, and a little practice will develop more. The wife of a friend, who never before had used a knife outside of her kitchen, started whittling. She began with a sailorman. Her first wasn't at all bad, her second was quite creditable—and figure carving is supposed to be the hardest!"

Chapters describe selection and care of woodcarving tools and knives, how to carve soap, ivory, bone, fruit pits, etc. And a very valuable table lists 182 kinds of wood, with data on shrinkage, bending strength, elasticity, hardness, splitting value, etc. Many detail and method sketches are included, and photographs (many of them of museum pieces) incorporate ideas from all over the world.

Those seeking books for recreational and playground activities should write to *The Manual Arts Press,* Peoria, Illinois. For more than thirty years this firm has been publishing books on the various forms of industrial arts work carried on in the schools and recreation centers, including art crafts, toymaking, kite flying, archery and many other crafts.

C. W. Morgan, 1016 Hyde Park Boulevard, Chicago, is offering two new action games, Tumble-Rings and Bakinet, which develop forms of skill differing from all old and well-known games.

Tumble-Rings may be played on any fairly level lawn or ground. Each player provided with two split, fluked iron rings endeavors to roll them to a chain loosely suspended between two pickets. While the main object is to make the rings catch, there is provision for scoring

PLAYCORT

The New OFFICIAL Portable Court

For 'Year-round Outdoor

PADDLE TENNIS

RECREATIONAL leaders everywhere are turning to PLAYCORTS as the ideal solution to the problem of all-year-round, out-of-doors participation in the numerous popular small court games. Paddle Tennis, Badminton, Deck Tennis, Volley Ball, Shuffleboard and similar sports that once were restricted, for outdoor play, to the short summer months, can now be enjoyed the whole year through, when played on the new type, all purpose, all weather, life-time court.

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without making a "bite." Dexterity in play requires directional control, speed control and care in placement when releasing a ring.

Bakinet is an indoor floor game. The club used in play resembles a hockey stick with a small open-mouthed net attached to the head. The player endeavors to drive a small sponge-rubber ball along the floor to a scoop-shaped target and then to catch it in the air on its return from the target. Any number of players may take part and in three of the four games which may be played, only one club is needed, this used in turn by each participant.

Bakinet was first introduced at "A Century of Progress Exposition, 1934," while Tumble-Rings is a more recent development.

The National Sports Equipment Company recently introduced a new type of playground base which should be of interest to every recreation director. Many cities have already adopted it as standard equipment because of its sturdy construction and unusually low cost. The company also manufactures a complete line of hair felt gym and wrestling mats, gym suits, felt and chenile letters and various types of athletic equipment.

Literature and prices will gladly be sent on request to Post Office Box No. 1, Fond du Lac, Wisconsin.

Playcorts, Inc., 46 Carman Road, Scarsdale, New York, in offering its new portable court, is increasing present-day facilities for year-round, outdoor recreation and is providing a solution to the problem of all-year round, out-of-door participation in the many small court games such as paddle tennis, deck tennis, shuffleboard and similar sports. Painted and creosoted, these courts are built to withstand bad weather and to serve all purposes.

Send for illustrated descriptive literature which will be mailed you free.

One of the most deep-rooted instincts of every child is the desire to climb. Until the advent, ten years ago, of the *"Junglegym" Climbing Structure,* there had been no thoroughly safe place for either city or country children to satify this urge. Trees, barns, hayloits, telephone poles, porch railings, the cornices of buildings and innumerable dangerous places were used by the youngsters in spite of all their elders could do to dissuade them. Few children escaped without falls. Many received serious injury.

The "Junglegym" climbing structure was designed to meet this real need. And this very design—with plenty of rungs and handholds within easy reach—makes it the safest of all places to climb. A ten year record of use shows there have been a hundred million child-play-hours without a single serious accident. When this record is compared with that of older and more traditional pieces of playground equipment the "Junglegym" Climbing Structure shows an astonishing margin of safety. Children of all ages are fascinated by the device, and they certainly are not attracted by its safety. One educator suggests that children like the "Junglegym" Climbing Structure because it appeals "to the monkey in them."

Educators find that children playing on the device acquire a regard for the rights of others — a sense of sportsmanship. They are helped to develop courage, initiative, will-power and self reliance. Children find a splendid setting, too, for imaginative play, because the "Junglegym" Climbing Structure is easily transformed by the child's mind into an apartment building, a castle, a ship, a circus tent or a jungle.

And most important of all, from the point of view of health authorities, the children develop the muscles of their arms, back shoulders, abdomen, chest—muscles so important to their future good health—muscles so frequently neglected in a modern world where children have no opportunity to climb in safety.

School authorities find the "Junglegym" Climbing Structure extremely economical, too. There are no moving parts, nothing to wear out, nothing to be replaced. And, too, it accommodates a larger number of youngsters in limited play space than any other type of device. Detailed information may be secured from *J. E. Porter Corp.*, Ottawa, Illinois.

The attractive illustrated catalogue issued by the *Recreation Equipment Company*, 724-26 West Eighth Street, Anderson, Indiana, contains photographs of all the apparatus manufactured for playgrounds and parks. Similarly there are pictures showing the company's complete line of swimming pool and bathing beach equipment. A description accompanies each piece of apparatus, and the

purchaser may know in detail just what features are incorporated. The company prides itself on the fact that not ten per cent of the orders for catalogue items received during the year have remained unshipped twenty-four hours after the receipt of the orders. Each article shipped is guaranteed to be free from defects in material and workmanship. Technical services are offered. Blue prints, special drawings, and advice and counsel as to proper location and installation of equipment are furnished at no cost or obligation.

Rounsevelle-Rohm, Inc., Hazel Crest, Illinois, have for many years been trying to make their archery equipment not only better and better but cheaper. Savings in manufacturing costs are passed on to customers.

Rounsevelle-Rohm equipment is known everywhere.

The Royal Emblem Company, manufacturing jewelers, 41 John Street, New York City, are featuring an Economy Series of medal-awards designed especially for the recreation field. It is of the same fine detail and high quality of manufacture as their very complete line of trophies, cups, ball charms, etc. The Economy Series appears on the first page of the illustrated catalogue. Send for a copy.

The Sponge Rubber Bowling Set manufactured by the *Robins Hygienic Mat Company,* Shelton, Connecticut, consists of ten pins, regulation duck pin size, three sponge rubber balls, a pin spotter and direction sheet. These sets, designed for both indoor and outdoor use the year round, appeal both to adults and children and the game is proving one of the most popular in the market for homes, clubs and schools. Other products include quoit sets, practically indestructible and noiseless; tennaquoit rings of durable sponge rubber with a smooth surface area, painted with a latex paint, and the shuttle robin set of two paddles and one bird, with adjustable feathers capable of altering the speed of the flight from 10 to 100 feet. There are, too, solid sponge rubber balls, plain in color or brilliantly hued, handballs, and bean bags of a durable, washable ticking filled with ground sponge rubber. All products are reasonably priced.

Doctors, trainers, coaches and physical educators in leading universities and recreation centers write in enthusiastic praise of the efficiency of F. A. F., the remedy for Athlete's Foot manufactured by *The Sanite Chemical Company,* Georgetown, Kentucky. From S. M. Wallace, University of Maine, westward to Frank Zanazzi, University of San Francisco and from Schubert Dyche, Montana State College, southward to Pete Cawthon of Texas Tech, users say, "F. A. F. gives quick soothing relief." F. A. F. is an effective fungicide and germicide. It contains two local anesthetics. It soothes—it kills the cause.

H. S. Souder, Souderton, Pa., have their new No. 2 Catalog ready for distribution. They manufacture all styles of wooden articles used for chip carving, painting and wood burning. For a number of years they have been supplying camps, hospitals, schools and many occupational therapist centers. Anyone interested in these wooden articles should not fail to send for this catalog.

Twenty-five hundred different articles have been made this year in the *Universal School of Handicrafts* high up in Rockefeller Center, New York City. They represent the creative urges of hundreds of students enrolled in thirty-one different courses. The cost range for materials starts around two cents. Over 200 different articles cost less than ten cents. Recreation leaders are cordially invited to visit the Universal School where programs may easily be worked out to meet nearly every budget limitation. The School supply service, which is open to other

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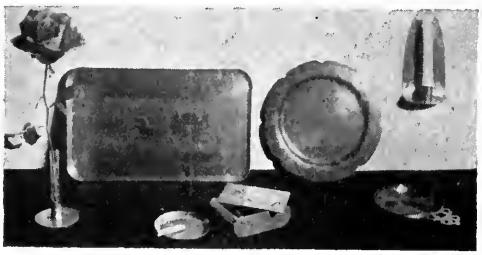

We have all the necessary supplies for a successful craft program in camps, playgrounds, and recreational centers.

Our supplies are unusually complete, ranging from inexpensive items in all crafts for children, to the more advanced projects for adults. (Order a dozen Double Link Belts at $3.30 complete. We sold thousands last season.)

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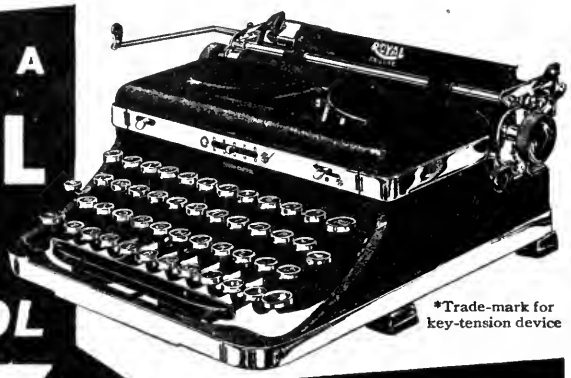

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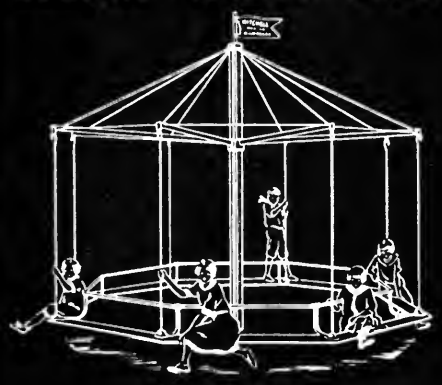

Mitchell Whirl

The Mitchell Whirl, shown above, is just one number in the "Betterbilt" line. Send for free illustrated catalog and name of your state distributor.

MITCHELL MFG. CO.

1540 Forest Home Ave. Milwaukee, Wis.

creative groups, includes 4,000 different tools and materials, many of which are listed in the new catalog that has just come from the press. Recreation leaders may also receive special training in low cost budgets fitted to various age groups.

Night lighting of recreational facilities is a development which has come into extensive use as the result of efforts of park and recreation officials to meet the increasing demand for adult recreation. Such lighting when automatically controlled by Welcome Coin Meters manufactured by the *Welcome Meter Company,* 461 South Fair Oaks Avenue, Pasadena, California, serves many purposes. It doubles the existing facilities, reserves the courts for players, eliminates discrimination, reduces expenses and increases revenue. Entirely automatic in operation, Welcome Coin-Metered lighting eliminates the necessity for attendants. At the end of the allotted period the lights go off. The report of the Los Angeles Playground and Recreation Commission shows a gross income over a three year period of $23,858.36 from thirty-seven coin-metered tennis courts alone.

The *Y. M. C. A. Motion Picture Bureau,* 347 Madison Avenue, New York City, is supplying films to thousands of organizations, such as Y. M. C. A.'s, clubs, schools and churches, and is serving as the central depository of specially selected films for the particular needs of these groups. The 1937-38 catalogue of "Selected Motion Pictures" will be off the press September 1st. Editorial comment is invited.

Field or sports buildings may be so erected that they can be used for auditoriums, theaters, gymnasiums and

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Hygeia, April 1937

Is Your Playground Safe? by Florence Nelson

Story Parade, February 1937

Strings and Things (Marionettes), by Remo Bufano

The Journal of the National Education Association, April 1937

Our American Youth—Their Plight and a Program, by Harl R. Douglass

Leisure, April 1937

The New Outlook for Recreation, by Will C. Stokes
Metal Flowers—A Creative Art, by Robert E. Dodds
You Need a Hobby
Feltcraft, by Dorothy Barber

The Journal of the National Education Association, May 1937

Summer Activities for Children, by Eleanor Craven

The American City, May 1937

Canton's Civic Achievement Program
New Pools in 750 Cities This Summer
Wading Pools for Indianapolis Children

Parents' Magazine, May 1937

When Play Goes Wrong, by Frances Bruce Strain
A Doctor Looks at Camps, by Philip M. Stimson, M. D.
Family Fun, by Elizabeth King

The Journal of Health and Physical Education, April 1937

The Organized Recess for Character, by Berita M. Schools
National Physical Achievement Standards for Girls, by Amy R. Howland
Springfield International Festival

Parks and Recreation, April 1937

Demonstration Parks in Tennessee Valley, by Earle S. Draper
Making Ice with a Tree Sprayer, by Robert E. Everly
Skating Rink Preparation and Care, by H. B. Johnson
National Park Service Studies Recreational Needs

Better Times, April 1937

Play and Recreation in New York City, by James V. Mulholland
The Religio—Cultural Backgrounds of New York City's Youth, by Nettie Pauline McGill

The Jewish Center, March 1937

This issue is devoted to camping and contains several interesting articles on this subject

The Womans Press, May 1937

Folk Cultures in Denver, by Helen C. Flaherty

Leisure, May 1937

Pottery Making at Home and at Camp, by E. Hartge Cortelyou
Old Man Marionette, by Jane Bingham
Cork Ball, by J. Stewart Whitmore

Child Life, June 1937

Child Life Hobby Club
Child Life Pen and Pencil Club
Busy Time (Nine Stunts, Tricks, Games and Things to Do)
Bird in the Garden (A Game)

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Fine Hickory or Pecan—Flat type 1⅝" to 1¾" wide at 60c. ea. or $6.00 dz.

Semi-Finished Flat Type Staves—Tapered to general shape with narrow built up grip of walnut, screwed and glued into place. 1⅝" widths, hickory, $1.00 ea.; $11.00 dz. Lemonwood, $1.65 ea. or $17.50 dz.

Good Spruce Arrows — Metal tips and nocks. Any length, $2.25 dz., 10 dz. at $1.75.

Feathers—Choice No. 1 barred, $1.00 per 100; No. 1 colored, assorted, $1.50; good No. 2 barred at 55c. per 100, and colored at 75c. per 100.

Horn Bow Nocks—Polished type dark or light colored horn, 3/8"; 7/16"; ½", 60c. pr.

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Fifteen Years of Motion Picture Progress

Motion Picture Producers and Distributors of America, Inc., 1937

1936 Report of the Linden, N. J., Recreation Commission
Annual Report of the Mayor's Advisory Board on Playgrounds and Recreation—Cleveland 1936

Annual Report of the Long Beach, Calif., Recreation Commission, 1935-1936

Wider Participation in Planning and Developing Leisure Time Activities

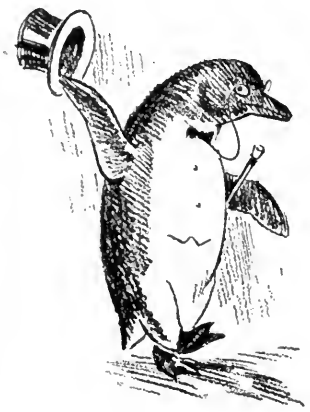
Proceedings of the 2nd Annual Recreation Conference Chicago Recreation Commission

York, Pa., Recreation Commission Report 1936
Glimpses of Historical Areas East of the Mississippi River

U. S. Government Printing Office, Washington, D. C.

Twenty Years of Community Service, 1917-1937

Report of the Jewish Welfare Board



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Education for Marriage

First Steps in Program Building 50
Janet Fowler Nelson—Margaret Hiller
What kind of program shall we set up? Five discussions are suggested for the Euthenics Committee.

No Date Has Been Set for the Wedding .25
Janet Fowler Nelson
For the girl who is considering the problems of postponed marriage. Questions for discussion.

Working Wives 35
Janet Fowler Nelson
For the business girl who is considering marriage via the two-job route. Arranged for group discussion.

Love in the Movies . . . . . 10 for .25
Janet Fowler Nelson
(Reprinted from the *Womans Press*, April, 1936)

THE WOMANS PRESS

600 Lexington Avenue New York, N. Y.

skating rinks. Buildings are easily interchangeable without structural alterations, permitting daily varied activities in one efficient structure, thereby eliminating the need for several infrequently used buildings.

The Long Span Steel Arch type of roof construction designed by the *Arch Roof Construction Co. Inc.*, 55 West 42nd Street, New York City, makes such use possible through its construction plans which eliminate all columns, posts and trusses, giving a clear, unobstructed interior with a maximum amount of light and ventilation. Write the company for information on the design and construction of Long Span recreation buildings.

Calcium Chloride is widely used on playgrounds by recreation and school boards as a means of eliminating dust, consolidating the surface, as well as for the purpose of reducing the danger of infection from cuts and scratches.

Dustproofing playgrounds has become a new project for women's groups. In a number of communities where board funds have been limited during the past few years, Parent-Teachers Associations and Mothers' Clubs have taken it upon themselves to provide for the continuance of the Calcium Chloride treatment in their school districts.

Calcium Chloride is particularly adapted to schoolyards because it is clean, odorless and easy to apply, and does not require the use of special equipment for application.

Further information may be secured from the *Solvay Sales Corporation*, 40 Rector Street, New York City.

Practical help in promoting the game of speedball for girls will be found in "Speedball for Girls," a recent book by Frances T. Duryea and Dorothy E. Wells. Order from *Miss Frances T. Duryea*, 238 North Columbus Avenue, Glendale, California. $1.25.

New Publications in the Leisure Time Field

Dramatized Ballads

By Janet Tobitt and Alice White. E. P. Dutton and Company, Inc., 300 Fourth Avenue, New York City. $2.00.

THE DELIGHTFUL possibilities of folk ballads for dramatization are thoroughly explored in this book, which will prove an invaluable guide to the recreation worker in the enrichment of his dramatic program. Hundreds of years ago our ancestors recognized the possibilities of ballads as drama and in Elizabethan times acted ballads were presented on the popular stages at the end of full-length plays. This book offers twenty ballads with music and suggestions for production.

The Game Way to Sports

By H. Atwood Reynolds. A. S. Barnes and Company, New York City. $2.00.

THERE HAS LONG been a demand for lead-up games which may be played by boys and girls who are not old enough to take part in regular athletic sports, and which will teach fundamental game elements. This book answers this demand by offering lead-up games to baseball, basketball, swimming, volley ball, soccer, ice hockey, tennis, football, golf and field hockey. There are seventy-four line drawings illustrating the text. A classified bibliography concludes the volume.

The Circus Comes to School

By Averil Tibbets. A. S. Barnes and Company, New York City. $2.50.

THE SCHOOL CIRCUS, its organization and production is the subject of this book, but the fact that it has been treated as a school activity does not prevent the practical material offered from being of value to recreation workers on playgrounds and at community centers. Specific directions are given on the making of costumes from inexpensive materials, and the production of an actual circus is described as an example of what can be done. Many photographs and line drawings are used in illustration, many of them the work of the children themselves.

Let's Play Garden

Originated by Nadine L. Rand. Assembled and written by Elinor G. Loeb and Adele Gutman Nathan. Grosset and Dunlap, Inc., New York. $.50.

THIS DELIGHTFULLY illustrated book with its gay colors gives children some information on making flower gardens. A novel feature of the book is the fact that on the inside cover are six packages of seeds for the flowers described in the book. These are ready to plant in the garden or in the home.

Sand Craft

By J. Leonard Mason, Sc. D. J. L. Hammett Company, Cambridge, Massachusetts. $1.00.

YEARS AGO Dr. Mason made an important contribution to the recreation movement in the publication of his book on sand craft. Now comes a revised edition based on Dr. Mason's further experimentation in this medium and his growing conviction that "sand modeling is one of the most valuable means of self-expression and one of the best avenues for stimulating creative ideas that we have in all the category of play." Information is given on tools and equipment, techniques, and the preparation and care of modeling sand. There are suggestions on what to model and how to go about it. There is also a lesson arrangement for schools, recreation centers and camps.

How to Sail

By Samuel Carter III. Leisure League of America, New York. $.25.

FOR THE MAN for whom sailing holds a lure, this booklet is full of interesting information. There is a discussion of the theory of sailing and of types of small boats, and there are suggestions on learning to sail, instructions regarding navigation and sea law, and facts on the elements of racing. Cruising, too, comes in for its share of discussion.

Leisure Resources

Kit M. "Handy II." Edited by Lynn Rohrbough. Cooperative Recreation Service, Delaware, Ohio. $.25.

MR. ROHRBOUGH has given us in this Kit a very helpful bibliography on recreation and leisure. The material, which has been carefully classified under such headings as "Wider Aspects of Leisure," "Games and Sports," "Rhythm and Folk Dancing," "Music and Song," covers a wide range. There are lists of periodicals, organizations and sources of supply which will be exceedingly helpful to the recreation worker to have.

Let's Go to the Park

By Raymond C. Morrison and Myrtle E. Huff. Wilkinson Printing Company, Dallas, Texas. $3.00; $2.25 to Schools and Libraries; $.25 for postage.

THE FIRST IMPRESSION one gets in glancing through this volume is that which comes from looking at and enjoying beautiful nature pictures. Mountains, waterfalls, snow and ice, lakes, pools, trails, rivers, birds and beasts of many kinds. Exquisite photography which only an artist can appraise but over which everyone can thrill. It is an unusual collection of pictures descriptive of life

in the great out of doors, the limitless opportunities for recreation in our national parks and the possibilities open to the landscape artist in planned communities. A second journey through these pages reveals a valuable literary contribution. The purpose of parks is set forth, with a brief history, tracing their ancestry through Egypt, Babylonia and Greece down through modern times to the origins and development of city and national parks in this country. The organization of a city park department, the planned city and beautification of school grounds are briefly but well presented. Twenty-five pages of pictures tell the story of active recreation, a list of the national monuments and national parks, gives location, area and a brief description of each park.

In sponsoring this volume the American Institute of Park Executives hope "to create in the minds of all, especially the youth of our land, a love for beauty and an appreciation of the basic problems of building an environment that will contribute to a richer and a happier life for all." The reading of this book is indeed an experience in art appreciation which cannot well be put in words.

Having a Party.

By Louise Price Bell. Fleming H. Revell Company, New York. $1.50.

Successful parties never just happen! They are always the result of ideas, planning and plenty of hard work beforehand. Many ideas for parties of all kinds will be found in this attractively illustrated book. "The test games are not *too* cerebral," says the author in her foreword, "the action ones not *too* undignified, and it is hoped that all will do their part in pepping up the parties at which they are played."

The Book of the Camp Fire Girls.

Camp Fire Girls, Inc., 41 Union Square, New York City. $.50.

This book is a genuinely cooperative undertaking for hundreds of girls and their leaders have offered suggestions which have been incorporated in this new manual. The volume has received a warm response not only from Camp Fire Girls and leaders, but also from parents, teachers, camp directors, librarians, nature counselors and other adults interested in the education and happiness of young people. Recreation workers will find it well worth their while to secure copies of this attractive book.

Group Leadership.

By Robert D. Leigh. W. W. Norton and Company, Inc., New York. $2.50.

This handbook is intended for anyone, old or young, who for the first time is asked to preside at a meeting or who is assigned the task of working with four or five others in the joint solution of some problem. It is further designed for the much larger number of people who in the daily work of the world are inevitably thinking, talking, listening and visiting in groups. There are suggestions for conducting small and large group deliberations, and for special action for special purposes. There is also a discussion of problems of organization of the mass meeting, groups who gather for the election of officers or for the adoption of a constitution and similar situations. The reader will find here the information he needs to secure the best results from group thinking.

Let's Give a Play.

By Gertrude S. Buckland. Thomas Y. Crowell Company, New York City. $1.50.

Here are nine plays for children—little dramas suitable for each month in the school year. We go in one to Valley Forge and spend the evening with Revolutionary soldiers singing their songs. Or we help Saint Patrick drive the snakes out of Ireland or go with Washington to call upon Betsy Ross. In each play the approach is unusual and the lines simple and direct. Full instructions for costumes and scenery are given.

A Review of Two Charitable Trusts.

By Phoebe Hall Valentine. Smith Memorial Playgrounds and Playhouses. Stanfield House, 100 Lombard Street, Philadelphia. $1.00 including postage.

In her introduction to this book Mrs. Valentine, who has for many years been working with the Smith Memorial Playgrounds and Playhouses, points out that public attention has recently been directed toward the charitable trust as a means of executing a philanthropic purpose and that some questions have been raised as to its effectiveness. In this report of the work of the Smith Memorial Playgrounds and Playhouses and the Martin School Recreation Center Mrs. Valentine has presented a recreational program made possible through the trust fund created by an individual, Richard Smith, administered through the Fidelity-Philadelphia Trust Company as trustee. The historical background is given, the development of the program traced, and a general interpretation of the program is offered. Recreation workers will find Mrs. Valentine's presentation and evaluation of great interest.

The Short Contact in Social Case Work.

By Robert S. Wilson, Ph. D. Published by the National Association for Travelers Aid and Transient Service, 1270 Sixth Avenue, New York. Two Volumes, Price $2.50. Single volume price $1.50.

The National Association for Travelers Aid and Transient Service has rendered a real service to the field of social case work by the preparation of these two volumes on the short contact—one volume on theory and the other made up of illustrative cases. The short contact is not new. The scientific study of its abuses, limitations and infinite possibilities is a distinctively new contribution. Mr. Wilson has done an exhaustive piece of work in his study of these dangers and possibilities in short contact relationship. One cannot read the volume of "cases" without being impressed with the potential values in the brief relationships that a worker may have with relief cases or transient callers.

How Smart Are You?

By F. E. Menaker. Leisure League of America, New York. $.25.

Plays on words, problems in logic, puzzles, match tricks and intelligence tests of all kinds are to be found in this booklet designed to provide relaxation for those whose minds are concerned with weighty problems!

Wider Participation in Planning and Developing Leisure Time Activities.

Chicago Recreation Commission. 160 North La Salle Street, Chicago.

This pamphlet contains the addresses given at the second annual City-Wide Recreation Conference held under the auspices of the Chicago, Illinois, Recreation Commission, December 3, 1936. Among the speakers were Arthur E. Morgan, Tennessee Valley Authority; Agnes Samuelson, National Education Association; Edward J. Kelly, Mayor of Chicago; Philip L. Seman, Chicago Recreation Commission; Arthur J. Todd, Northwestern University; Eugene T. Lies, National Recreation Association, and V. K. Brown, Chicago Park District. Nearly 1,500 people attended the conference representing public and private recreation agencies, church groups, business groups, women's clubs, parent-teacher associations, and district recreation committees.

Congress Afterthoughts

MEMBERS of the recreation profession were justly proud of their own number at the recent Recreation Congress at Atlantic City. V. K. Brown's emphasis on service as a form of recreation, of abundant living, thrilled his audience. Ernst Hermann, out of the wealth of his own personal experience and thought on recreation problems, pointed to the important part which creative use of one's hands has in building and keeping a life.

Dr. James S. Plant, though not a professional recreation worker, has been closely associated with the recreation family, speaks our language, understands what recreation workers are trying to do. At the Congress Dr. Plant ably advanced the philosophy of Joseph Lee, of Jacob Riis, of Jane Addams, of Robert Woods in pleading against regimentation in all its forms, against making technique all supreme, against the assumption of all-wisdom on the part of recreation workers. The philosophy of the play-recreation movement has been Jesus' philosophy of rich abundant living. It has been the philosophy of Aristotle in recognizing time as the great wealth, and training for the use of time, of leisure, as the end of education. It has been the philosophy of Froebel and of Emerson and of Lincoln. There has ever been recognition of the individual, of helping the individual to build his own life, to be himself. It has not been so much the philosophy of doing things for people, of making people over according to one's own ideals, one's own pattern, for ends foreign to the individual, but rather of helping each person to use all his powers in so far as he does not interfere with allowing others to be themselves, to realize themselves.

I remember in 1917 or 1918 Myron T. Herrick's reporting a conversation with the late George F. Baker, Jr., in which Mr. Baker told Mr. Herrick he had thought the recreation movement aimed to make people goody-goody and this had greatly antagonized him. Mr. Baker was enthusiastic for a program for giving people an opportunity for happy activity, but he did not like the idea of trying to make people over according to some one else's idea. I rather sensed from what Ambassador Herrick said that George F. Baker, Jr., did not want others making him over and he did not want to support any movement for making other people over. In other words he had respect for human personality—his own and others. One felt this understanding in Dr. Plant's address.

Rabbi Silver, like Dr. Plant, has for years belonged in a peculiar sense to the recreation movement. Again this year he dealt with fundamentals. Man's enduring satisfactions through the centuries are to be found in democracy and under self-government and it is important that the recreation movement be true to its own nature and neither condone nor give aid to the world forces that are making for centralization of power and using human beings for ends that are not their own.

The recreation movement does have a philosophy of freedom, of cooperation, of individualism, of democracy, of helping men to help themselves in long-time ways rather than trying by tricks or techniques of group pressure to assume the wisdom to make men over without their knowledge or desire.

The philosophy of the recreation movement is the philosophy of long-time growth — not of sudden off-the-top changing of men's lives.

There is a deep unity in the movement which comes from its common traditions and philosophy. This unity one felt at the recent Congress. One also felt a deep faith in what the people themselves will ultimately do for themselves through their own local government.

HOWARD BRAUCHER.

July

Photo by H. Armstrong Roberts

YOUTH

"Youth is not a time of life—it is a state of mind. It is not a matter of ripe cheeks, red lips and supple knees. It is a temper of the will, a quality of the imagination, a vigor of the emotions; it is a freshness of the deep springs of life."—*S. Ulman.*

Tapping the Reserves of Power

By IVAH DEERING

THE PEOPLE of America are living a horse and buggy spiritual life on a 1937 emotional speedway. True, in times of major catastrophe we grow mental, physical and spiritual wings for a day or a week, achieve deeds of heroism, rise to heights of accomplishment for which we did not dream we had the power. Even the weak heart responds to the temporary demands of the rescue work of a great flood. The invalid mother carries a family through an epidemic of influenza before she herself collapses. The young man who was at the point of suicide gives his entire emotional strength to the little children left fatherless by a forest fire. There are known cases of complete physical recovery after a demand which in normal times would have been impossible to meet; then when the crisis passes, a retrogression to a dead level of existence.

Yesterday, after ten days of night and day service for homeless victims of a disaster, Guiseppi entered my home with a light in his eye and a vitality in his step, not to mention the nobility of his whole aspect, that I would not have thought possible in one whom I had known last week as a "rough-neck" who took his recreation and his refreshment of spirit from a bottle. What will Guiseppi do tomorrow when the emergency demand is past? Will any of the new current remain to enrich his life and make it yield a measure of satisfaction? Or will the same spiritual poverty manifest itself which is evidenced by the kind of leisure time activity chosen even by recreation leaders and experts for their own personal use?

We are a lethargic people, loath to tap the great sources of power which lie deep within the individual, dormant but ready for utilization in his everyday life when discovered and conserved and rerouted over adequate wiring.

Mrs. Deering, who lives in Cincinnati, is the author of "The Creative Home" and other books and magazine articles. She has a wide knowledge of the fields of education and recreation.

New Strengths Demanded

This is a new age—an age of power unguessed by our fathers. The ninth grade boy knows more about the great forces of nature today than you and I know, for all our years of experience. It is a new world which they take in their stride, naturally, easily, up to a certain point. But it is like the cable which is made up of strands covered by an outer coat of protective material. Its full strength or weakness can be known only when a test is made. And this new world constantly demands of the man or woman new strengths to meet the tests of an age of power.

There was a time when school and leisure time leaders could "pass the buck" to the home and the church to build up the character of the boy and girl to meet those tests. Then they could forget about it. But this age of power touches every individual too closely to admit of shifting responsibility. The church is in the midst of metamorphosis and cannot be counted upon to interpret its purpose in terms of practical development of individual power until the new conception of the motives of their Leader is more generally accepted. The integration of the whole man can be approached only by a recognition of the close association of the mental and the emotional, or, we may say, the spiritual. It may be that the church is on the way to that recognition, but the time is not yet.

The home, too, is in a process of changing form. Its very outline grows dim before our eyes. Frequently the home is an automobile, a trailer, one tenement room, perhaps even a city park. It is ridiculous and juvenile to attempt to hold the ancient institutions to the same form and outline as were common a century ago. To do so means rebellion and revolution too violent to accomplish progress. If, however, this home of today can be visualized as not a place, but an atmosphere, an influence, yet still the source of the greatest power or weakness inherent in an adult being, we have accepted a rational point of view which ultimately may bring about some progress in human development.

The emotional trend of the individual is still molded by the atmospheres of his first few years. Conflict, insecurity, frustration, bear disastrous fruit in an unsuccessful life. Recreational activi-

ties may in themselves be good, but fail to develop strengths because of the attitude of the group in which the child takes part in the activity. The growth of emotional power can no longer be left to chance, for while the home of today may be negative, the influences and tensions of the world without are distinctly positive. Character is something more than conforming to the mores of the adults of a community. It is a matter of building up strengths and discovering the latent powers and possibilities of every girl and boy.

We have scarcely glimpsed the possibility that lies in the human being. We prefer to accept the superman as a genius or a prophet rather than the product of definite laws and circumstances which can be reproduced in increasing numbers if truly desired. Perhaps we are fundamentally a lazy people. The responsibility for creating as a norm a person who is of the calibre which we now term superman is too much for the mind to grasp, too great a task for leaders to undertake with their present limited use of their own powers.

We have accepted the fact that the age of machinery and the half-turned bolt is an age of tensions and strains; that the speed of the world today forces the human being to find his balance in his leisure time, but we have spoken in terms of games and activities only, with little analysis of and appreciation for the significance or value of the task of any leader of leisure time activities.

Marking time is a bore, whether it is done on the parade ground or in the classroom or playground. The great pioneer leaders took the time to awaken in their people an understanding of what was the ultimate goal of any journey, and so they were inured to hardship, long hours and suffering. So much of the cheapness of attitude, the spiritual poverty of recreation leaders would be dissipated if they could be chosen with greater care, injected with the virus of understanding and challenged to the exercise of that courage which Miss Earhart tells us "is the price that life exacts for granting peace, and release from little things."

Levels of Power

It takes courage and understanding to vision recreation as the release of energy which will set men on the trail to high endeavor. James it was who told us of the many levels of power in terms of the man who climbs a mountain, gives out at the first spur, then gets his second wind, a strength he had forgotten or never knew, and goes on to the top. I have a vivid childhood recollection of a great fire when a frail elder sister and I carried innumerable buckets of water across the field and up a ladder to a smoldering barn—unaccustomed labor, too difficult for a child, but leaving no dire results. I have seen a hobo, ragged and unkempt, dive into a stream and rescue a little child, then lounge on down the tracks with downcast eyes.

There are many recognized methods of discovering and using these levels of emotional force. Some are scientific, some chance only: The Holy Roller meeting where the sot became "sanctified" and in the grip of a spiritual ecstasy, was for a week a model of sobriety; the withdrawal of Gandhi into the wilderness or into the meditation from which he emerges with a new poise and command of his people; Christ entering his Gethsemane, the yogi, his silence. Hypnosis is increasingly used to tap hidden resources and adjust the disintegrated individual.

Various religious sects base their astounding but none the less real results on the same principle—whether it is called "getting in tune with the infinite," or accepting Christ, or "casting out error." The modern psychiatrist uses the same principle and in a new science has gone far to explain and rationalize and make available for use this latent power over routes heretofore called spiritualistic or psychic.

This delving into the darkness of the human mind by the psychiatrist with inadequate knowledge is somewhat dangerous. There is today a great fear of psycho-analysis, lest the power discovered be too great for the frail emotional wires builded for a weaker current to withstand. Eventually the scientific technique will be perfected, however, and made available to the common man. At present it can, at its best, reach only a small few.

It remains then for the leaders of growth, through school or leisure time activities, to discover some less complete but scientific approaches to the problem which will go a little way on the road to the development of supermen and women as a norm of existence. Two great experiments are being tried here and there, with inadequate understanding of the implications and none too intelligent leadership. These two alone will we mention in this article: the use of the free discussion method of education for adults and creative expression for child and adult.

Education for Adults

We are still impregnated with the virus of facts, and with those adults who in their free time come to evening classes eager for learning and some solution of their boredom there has been a continuation of the "pouring in" process. The reasons are obvious. The leaders available are the teachers already in our public schools and trained for a classroom procedure. Then, may I repeat, mentally we are a lazy people. It is far easier to teach history by a textbook and examination method than to face the sometimes confusing facts and questions that will inevitably come out of the living experience of grown men and women where freedom of discussion is given. Leaders are still afraid to say "I don't know" and to seek together for the truth. Are they afraid to lose the domination upon which they have heretofore relied?

Still another deterrent to a more complete use of discussion is the time element. Growth is slow and none too regular. The awareness of the timid little man who sits in a group for a year before he evolves an idea and gains the courage to express it, is vital to his development and may add to the sum total of human knowledge, but in the wait for this one moment there is weariness and labor.

On the other hand, the results are well worth the weariness and the labor: for while in the academic method of adult education the learning process tends to stop at the door of the classroom —if, in truth, it ever entered—that man or woman who takes part wholeheartedly in group discussion is stimulated to continue his research, for his questions are never wholly answered for him. He is left by the true leader of discussion with a challenge to find out for himself the answer which he seeks. To point the road to learning, unafraid that the goal attained may be one foreign to the experience of the leader; to trust fully the integrity of mind, the possibility for growth in the human being, this it is which must be the chief ability of the leader of the future, particularly in the field of adult education. When the American or the European or the Oriental mind is truly free to seek far and find all the facts about a moot question, I am not fearful of the results. The only real danger lies in an attempt to predigest and predetermine the bits of knowledge that the adult is to be given.

In minor degree this is also true of the education, through school or play, of the child. We are still seeing bogey-men, still afraid to trust the free

Courtesy Childhood Education

mind to adjust itself to changing situations; still routing heavy emotional voltage over wires small and inadequate; still refusing to release the true power in any but the exceptional child. These fears are juvenile and unworthy of true leaders of growth.

"Creative expression is a sound line of exploration into the hidden powers of human beings. He who creates any bit of beauty out of himself becomes for the time a god. Can you forget the face of the urchin who gathers a handful of clay on the mountain side and fashions therefrom a horse or a figure of Pan? Have you never felt the surge of new strength when out of struggle and suffering you have jotted down a combination of words which is your own and filled with life's rhythm? Perhaps it is better in many cases that no one shall ever see it. The effort to meet the standard of some one else too frequently kills the spirit of the venture."

Creative Expression

The second method which is open to recreation leaders in particular, as it is to parents, is the understanding use of creative expression. The word understanding has been used with intent, for we have reached a point in school and playground and home, where the term "creative" has become jargon. To copy the work of another is not to create. Yet there are today, meeting here and there over the land, hundreds of children in classrooms, sitting hunched over a table, all with the same size papers, the same pencils, the same order for production, the same model and the same standard, offered by a superior being called a teacher or playground director, without choice by the child.

I have visited classes called "creative hours" to which the little child went reluctantly, and from which he emerged unrefreshed, tired, full of hatred for creative expression. It may be you have entered a poetry class, where the teacher, with a program prescribed by a curriculum committee for mass production, tells the class to write a poem about a flower in fifteen minutes. The result is twenty-five jingles with no possible resemblance to poetry, but with second and fourth lines rhyming beautifully — an exercise, if you please, in agility, but not in creative expression. Yet it is not the exceptional child alone who writes lovely verse, but the ordinary girl and boy of five, or eleven, or fourteen, who has been familiar from his birth with beauty, has not been frightened, who has heard his Stevenson and his Field, and who has time enough to himself to think naturally in rhythm (but not always in rhyme). Few true artists ever paint or write or compose to order, but out of their experience, with exposure to the best in their line, and some training; even more important, with much encouragement to improve and to measure up to their own standards.

This procedure, like the discussion method for adults, is the difficult way and takes much time and effort. There must be a new alignment of emphasis, with production in quantity less important, with exposure to the good continuous and consistent, with leaders trained to be true teachers, who know the technique of leading out, rather than copying or pouring in. The degree today signifies familiarity with book facts, but not necessarily with living experience. As the requirements for a degree increasingly include familiarity with the laws of growth, then there will be new meaning to the term "trained leadership," and we may with safety demand degrees from those who deal with children. At present, however, the success or failure of a director of recreation or a teacher in the development of emotional power in individual children, is a matter of understanding and of personality, rather than degrees, and we shall be wise if we place the major emphasis on the content of the training.

What of the Recreation Leader?

A new play instructor comes in my neighborhood. The first thing he requires is equipment. Yet the true play leader requires little tangible equipment. His equipment should lie more fully within himself. Is he truly interested in his job? Is he alert, with sufficient intelligence to read and understand a few experts in creative play? Has he the power of analysis which will enable him to read the meanings of experience? Has he a deep humility and an understanding of the possibilities of actual knowledge (from where, Heaven knows) which the youngest child possesses? Plato told us that the only true philosopher was a little child. Yet adults go about proving their superiority, forgetting to learn from the child as they run.

To create anything is to grow, to adventure, to feel success and power and a measure of security —almost the whole need of human beings. To lead a child or an adult to create beauty is to share in that great power which moves the world. The playground leader has a great opportunity to discover the reserves which will guide people through economic depressions. To develop the

(Continued on page 258)

We Went to Atlantic City!

By CHARLES K. BRIGHTBILL

THE TWENTY-SECOND National Recreation Congress was all and more than it promised to be!

From the first moment one set foot in the lobby of the popular Ambassador Hotel in Atlantic City up to the final farewell at the end of the much-too-short conference, public recreation, its contributions and problems, led the way. The Congress itself was ample evidence that its planners chose a perfect theme in "The Importance of Recreation in Modern Life."

"The World's Greatest Playground," as Atlantic City is so frequently labeled, with its eight miles of boardwalk and the blue Atlantic at its feet is attraction enough for anyone, whether he be interested in recreation or not. No wonder then that hundreds of men and women, connected with or interested in the recreation movement, from every corner of the United States and Canada made their way toward this famous resort.

That the Congress was as practical as it was inspirational was noticeable through the common denominator in recreation problems from recreation executives all over the nation. And although hundreds of these "stickers" were similar in nature, the answers were by no means universal—a situation which to the observer appears to reflect a healthy condition of the recreation movement and a worthy instrument in the Congress in broadcasting it.

The meeting had its list of celebrities, all of whom earned their way on the program not only because of their outstanding personalities, but because they had a sympathetic understanding and appreciation of the objectives of public recreation, and because they *are* leaders in this business of life. Dr. John Finley, in his rôle of general meeting chairman, added that certain warmth that so many of us would travel thousands of miles to feel. Gov. Harold G. Hoffman was present to envelop the delegates with the hospitality that his state is called on so often to give. Dr. James S. Plant, Aubrey Williams, Dr. Edwin C. Broome and those two well-known professional executives, V. K. Brown of Chicago and Ernst Hermann of Boston University, were among the persons delivering keynote messages. Rabbi Abba Hillel Silver returned to his third recreation congress to deliver a most interesting address on "Life in a World of Confusion." Among others, Mrs. Mina M. Edison-Hughes told the delegates why she believed in the National Recreation Association. It was a splendid contribution, touching upon that which so many of us know but seldom think about—that the National Recreation Association stands alone in the incomparable contributions it makes to the recreation movement.

As in former years, the work of the Congress for the most part was conducted in discussion groups, each with a qualified presiding officer, several discussion leaders and a summarizer. "Recreation Requirements for Modern Youth," "Recreation in American Family Life," "Present Problems in Rural Recreation," "Camping in the Recreation Program," "Program Planning," "What Legislative Action Is Necessary for Adequate Recreation Service Today?" "General Tax Problems," "Federal Grants," "Personnel Problems," "Emergency Recreation Programs," and a number of others were among the twenty-six topics scheduled for discussion. (The writer says "scheduled for discussion" because there were probably twenty-six hundred informal discussions in little groups that gathered outside of the regular meetings.) The National Recreation Congress could be justified alone on its affording a time and place where one meets old friends, sees new faces and finds attentive ears.

Perhaps one of the most outstanding sessions from the standpoint of growth of interest on the part of the layman or unpaid worker was that of "Problems of Board Members," conducted, organized and operated by board members from various sections of the country—people who left their daily positions, journeying hundreds of miles to discuss the problems of recreation. This meeting was "the top." The

We wanted our readers to have a bird's-eye view of the National Recreation Congress at Atlantic City, so we asked Mr. Brightbill, Superintendent of Public Recreation in Decatur, Illinois, to send us some of his impressions of the Congress. Mr. Brightbill, in his account, says that a volume might be written on the proceedings of the Congress. A volume *has* been written and is now ready for distribution. In it you will find the addresses of the general meetings and the summaries of the group discussion sessions. Order your copy of the *Congress Proceedings*. It may be secured for $1.00.

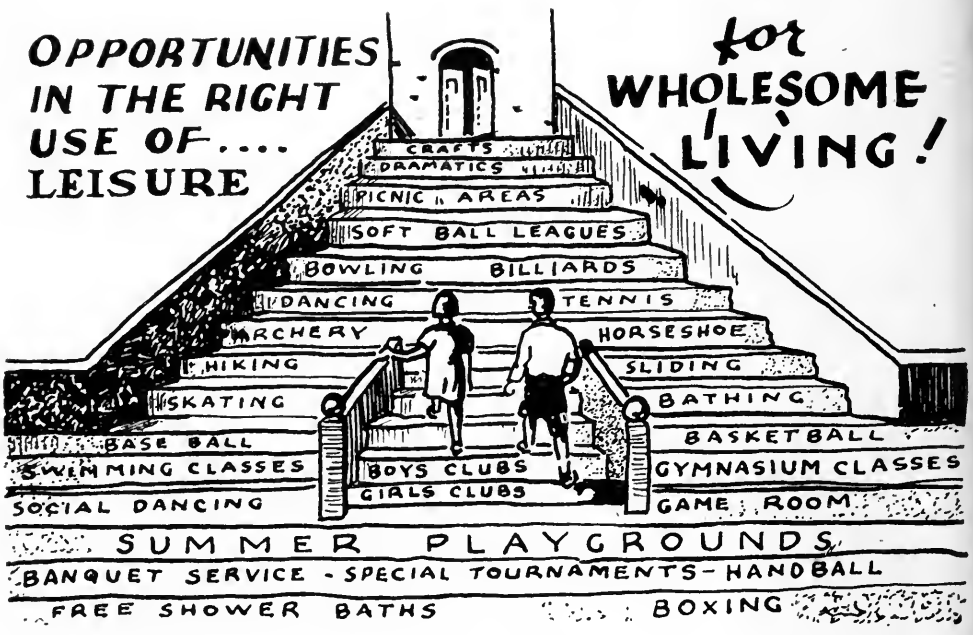
old "bugaboo" of board members remaining too long at one post and the part politics should and should not play in the work, came in for a bombardment of discussion. And new social trends as they affected public recreation were as evident here as they were elsewhere.

It would be just a bit misleading to leave the reader with an impression that the Congress was all "business," for recreation executives lean toward recreation for themselves occasionally. Thus, twenty or thirty minutes before the convening of the general assembly each day, Mr. Augustus Zanzig, the National Staff music specialist, waved his hands, struck a chord, and the entire Congress keyed itself for the evening to the tune of "Ciribiribin" and "Shortnin' Bread." Then, too, Tuesday evening, after the evening program, an hour of social recreation activities was held in the hotel's beautiful Renaissance Room. Also on the Congress's social schedule was the dance held the following evening (and there were no wallflowers!). Not satisfied with a few hours of "tripping the light fantastic," twenty or thirty remained after the orchestra disbanded and gathered about the piano to revive vocally "Down By the Old Mill Stream," "On the Road to Mandalay," and a number of the other well known airs.

If you were one of those who arose with the morning sun, you rode a bicycle on the boardwalk, a pony on the beach, or perhaps, you dipped in the Ambassador's salt water pool. These many recreational opportunities made it easy to believe that the place was "the world's playground."

More attractive than ever were the Congress's exhibits. The National office presented a beautiful and practical display of records, reports and forms from local communities, access to which was difficult most the time because of the many persons eager to absorb its contents. The governmental agencies, manufacturers and miscellaneous exhibitors displayed their wares in keeping with the theme and good taste of the Congress. The writer, as usual, returned from these booths with stacks of literature and new ideas to keep him busy six months.

One could write a dictionary-size volume on the proceedings of this year's meeting, and two on the value of it, but must be content to say that with the government's part in the recreation picture, with the constant economic and social future of the nation presenting new and different problems in the life of this fast-growing infant, public recreation, and with a million and one new challenges and questions of jurisdiction facing the nation today, one knows at a glance that recreation *has* an important place in our modern life and the National Recreation Congress this year was permeated with the very essence of it.



Much of the discussion at the Recreation Congress was directed toward finding the best means of providing recreational opportunity for boys and girls, and of opening for them the door to happier living.

NOTE: The illustration which appears on this page is used through the courtesy of the Recreation Commission of Two Rivers, Wisconsin.

The Recreation Executives Confer

On finance, "trends," needs of youth, workers' salaries and a hundred and one other matters of mutual interest!

On Monday, May 17th, preceding the opening of the Recreation Congress at Atlantic City, an all day meeting of superintendents of recreation was held for the discussion of subjects which the executives had themselves selected. This year the plan was followed of having one chairman for all the sessions throughout the day. V. K. Brown, Chief, Recreation Division of the Chicago Park District, presided at all the meetings.

What Should Be the Scope of a Recreation Department? What Should Come Under Its Jurisdiction?

Walter Scott, *Coordinating Director for School and Municipal Recreation, Long Beach, California*: When we talk about the scope of the recreation department, I think we are bound down to a certain extent by tradition and by practice, sometimes by prejudices and sometimes by systems of cost accounting which embarrass us when we take on too much of a program. Perhaps the best way to discuss this is to analyze critically each of these various activities that we have in our minds from four viewpoints:

First, is it primarily a Recreation Department function?

Second, by what agency can this particular thing that we have in mind be best administered, by a park commission, park board, board of education, recreation commission or whatnot?

Third, would duplication of effort be curtailed if this new activity were taken over by the recreation department?

Fourth, if this activity were added to your department, what would this do to your per capita cost and to your unit of recreation cost? When you have to talk to city managers and commissions and councils about the money, it becomes a little different story.

I want to give you just this thought with reference to what it does to costs and then attack the problem from a slightly different angle. I know that in a certain Western city of roughly 155,000 population, the municipal recreation budget for next year is going to be $126,000. That will mean a per capita cost of approximately 81 cents. City managers, councilmen, commissioners, boards of education, have the habit very frequently of asking, "What are your per capita costs?" It is very nice to say 81 cents, but it would be very embarrassing to say $2.50, especially if your neighboring city of comparable size has a per capita cost of 60 cents.

Let us see what happens when we take over a lot of these services. In this case, as we have said, the recreation budget for next year will be $126,000. The park budget for maintenance will be $95,000, the lifeguard service $50,000, the municipal paid band $60,000 and the golf expenditures in the neighborhood of $50,000, or a total of $381,000, all for recreation in that city of 155,000.

Now, you see, if you went before your Board, you would be embarrassed by saying the per capita cost for recreation in this city of 155,000 is $2.45. Let us say golf is a form of recreation which tends to balance because the income and expenditures are nearly equal. Let us take golf out of that picture and reduce it, and the cost will still be over $2 per capita, in other words, exactly $2.13.

But here is the point: In that city today, they are able to say to the Council and these government agencies that the per capita cost for recreation in this city is only 81 cents, because they do not have to pay for the maintenance of parks, the service of the lifeguards, the professional band or the golf course. Let us analyze these activities quickly from the viewpoint of whether or not we should take them over.

Golf: Should recreation departments be responsible for golf? Well, first of all, let us submit it to our four tests. It is primarily a recreation. Second, it perhaps could be best administered by a municipal recreation department, in some cases by park boards. Third, some duplication of effort no

This year, as in past years, the plan was followed at the meeting of superintendents of recreation, of having each subject presented by a recreation executive. This presentation was then followed by as much general discussion as time would permit. We have attempted in this report to give the salient points brought up by the group.

doubt would be eliminated in many communities if it were taken over by the recreation department. Fourth, what does it do to your cost? In the average Western community today, I think that the cost tends to balance. In one city I know of, of about 160,000, the income is $50,000 a year and the outgo is $49,000 a year. Therefore, I would say golf probably could very nicely come within the scope of a municipal recreation department.

Now, about the general maintenance of the parks. First of all, submit it to the four tests. Is the maintenance of parks primarily a recreation function? I would say it is not. Second, how could the maintenance of parks be best administered? Probably by a park commission or a park board. Third, would any friction or duplication of effort be avoided if it were taken over by the municipal department? I would say yes, in many cases. Fourth, how would it affect your cost in recreation, your unit cost and your per capita cost? In our community it would practically double them. Where we have about 75 cents per capita today, it would be about $1.50 if we took over the maintenance of parks. Therefore, I personally am satisfied to leave the maintenance of parks where it is, with the Park Board.

Next, the question of piers comes up. Should a recreation department take over piers? Piers usually are not primarily recreational facilities. In some places where they have fishing piers, I find instances in which they have recreational facilities and commercial attractions. Would friction be avoided if we took them over? I think we would get a lot of friction in many cases by taking them over. What does it do to our cost? It is almost a dead loss because if any of you know how rapidly deterioration sets in and you also know what that will do to your per capita cost. Therefore I say piers should be left out and taken care of perhaps by the public service department of the city or by other bodies.

The next item is, public dances. We do not conduct the public dance. We are supported by an automatic tax levy and there are a good many commercial dance hall interests which pay taxes to help support us. The time is not yet ready to take over that service. We feel that we could do a better job than most commercial interests are doing in many cases, and the young people perhaps would like it better, but we have to keep hands off for the time being. Where we can conduct these community dances without creating friction in the community we should perhaps do so.

How about trailer camps? In some communities where they cater to tourists they are maintaining them. In most communities they are saying that it is a private business and we should keep hands off.

How about zoos? They are in the class of museums and they are too expensive for us to take over because it would double, if not triple, our recreational costs.

Lifeguards, bands (municipal and private), bath houses and cabanas, restaurant concessions, classes in tap dancing, social dancing, folk dancing; What should be the scope of this thing we call municipal recreation? It is a deep subject, but I say that when in doubt take over only those things that meet the four tests: is it primarily a recreation function; second, does it do funny things to your recreation costs and thereby defeat your whole program; third, are you including a great many things on which you cannot do a first-class job. In other words, let us keep quality as a major consideration and let us work in harmony with other boards and commissions as long as we have to do so, and up to the point where it becomes reasonable and feasible for us to take over these different types of activity.

Following Mr. Scott's paper there was some discussion of the subject as to whether recreation departments are justified in setting up types of activities which are not generally regarded as recreational. It was the feeling of the meeting that any interpretation of recreation must cover the use of leisure time for intellectual satisfaction as well as for motive or creative satisfactions. The interpretation of recreation in relation to intellectual satisfaction is a matter which will evolve over the years.

What Is the Trend in the Administration of Public Recreation?

W. DUNCAN RUSSELL, *General Director, Community Service of Boston*: The conservative point of view, of course, is that it does not make very much difference. As long as the best interests of the people of a given community are being served, one type of administration is as good as another. On the other hand, I think if the executives found that any particular type of agency was not doing the job to meet the best interests of the people of a given community, then it would

be important to make some decision as to the type of agency to be doing the job.

I have divided the subject into two divisions: One, trends in fact, and two, trends in thinking. The facts show a trend towards administration of recreation by school boards and a slight decline on the part of all other types of agencies. I will give you the facts.

In 1930, there were 233 cities that showed recreation administered by recreation boards or commissions. In 1936, there was a decrease to 225. In 1930, 234 cities showed administration of recreation by park authorities as compared with 208 cities in 1936. In 1930, there were 29 cities reporting administration by park and recreation boards and in 1936, 28. In 1930, there were 141 cities which reported administration of recreation by school boards and in 1936, 197 cities or an increase of 58. Now, these facts especially as they relate to park boards are not entirely convincing because in 1936 park authorities were called upon to make another report for the municipal park study.

There are other figures which show the increase or decrease in the number of cities reporting one or more full-time workers employed by different types of agencies. In general, all types of agencies report an increase between 1930 and 1936 in the number of cities that have one or more full-time recreation workers employed by these different types of authorities, except the recreation boards, which were fewer by one in 1936.

When it comes to the question of trends in thinking on this matter of administration of public recreation, I am in a fairly good position to know how our educators and superintendents of schools are thinking about the school in the administration of recreation, because about a month and a half ago I sat in with the Educational Policies Commission in Washington and heard discussed the relationship between education and recreation.

I came there fully prepared to say, naively, that since the schools were still engaged in training processes for the most part, perhaps from the standpoint of administration of recreation, they ought to stick to that part of recreation which deals with training, training for leisure. We give them the after-school play and the recess play; we might give them the children during the summer time, but the training process is involved. However, I was very quickly told in Washington by the educators that education was rapidly getting away from the training process and that it would only be a short time before you could not distinguish between the educational approach and recreational approach. One speaker went so far as to say that education ought to control just about everything in our municipal government except public works, possibly, and police and fire, but certainly the libraries and recreation and anything that touched on education from childhood to old age.

So we have a definite trend in thinking on the part of educators which gives recreation to the school systems, not because they are particularly well prepared for it now but on the ground that they are rapidly getting away from education as a training process and they are approaching their duty idealistically. Education is living and we ought to put recreation there because ultimately it belongs there and ultimately it will get there.

The trend away from school control is supported by the fact that education will be stamped with the training process during our lifetimes and possibly during the next fifty years. As such, it is psychologically opposed to the recreational approach which is stamped with the good time or the play atmosphere. Education is geared to a system of measured results and even our most progressive schools are a little wary of going too far with this idea of freedom for fear some of their students will not pass the college board examinations.

What is the trend towards control by public welfare boards, as advocated by many experts in municipal government? Now, from our experience with public welfare boards, the rôle that they usually play is that of overseers of the poor, handing out of direct relief, so I can hardly see why we should consider that recreation should be attached to a public welfare board, if it functions in that way.

However, if we consider public welfare from the standpoint of the general community good, the interpretation that possibly the Constitution of the United States would put on it in speaking of public welfare—and they are talking in Washington of setting up a definite department, possibly a cabinet position, on public welfare—perhaps we recreation executives would be wise if we looked with more favor on administration of recreation by public welfare boards. Undoubtedly if such a department were started, there would be a division on recreation. We would have an opportunity to secure a more dignified position for recreation,

gaining more recognition and appreciation for the field as a separate entity in itself.

Another trend in thinking is the trend towards park control, especially where a park department is a park and recreation board, giving equal emphasis to recreation as to the horticultural aspect of the park program. This trend of thinking is found particularly in small towns where it has worked well. However, in large cities we have had some pretty bad experiences. In some instances, during the depression, when park executives were put right "on the spot" they had to decide whether they considered horticulture or human use their primary function. In a good many instances, when cuts in the budget were considered, the cuts were made in the human use side and recreation has suffered. They thereby admitted that human use, or the recreation side of their responsibility, was secondary.

You are familiar with the trend in thinking towards control by the so-called recreation commission. I am more familiar with that because we are thinking somewhat in that way in New England. Where a city has four or five different departments, all either controlling recreational facilities or administering programs in recreation, none of which feels that recreation is its primary responsibility, and you get no coordination and no concerted effort on the part of these different departments, then it seems to me that the only salvation of cities of that kind is the recreation commission.

Now, I have not gone into any detail on the relative merits of administration by different types of agencies because you know those arguments as well as I do and I believe that the National Recreation Association has printed a bulletin, a very comprehensive bulletin, which covers all those arguments. But I should say in summary that in both trends in fact and trends in thinking, we find the school boards gradually taking an increasingly important part in the control of recreation.

In the discussion which followed Miss Sibyl Baker, Supervisor of Playgrounds, Washington, D. C., made the suggestion that it might be desirable to have information regarding the size of the communities reporting forms of administration. "Isn't it reasonable," she asked, "that in a small city the school board might be able to operate the recreation system, whereas in a large city it could not handle the entire recreation program? Do these statistics perhaps mean that an increasing number of the smaller cities are developing recreation through their school boards?"

George D. Butler, Department of Research of the National Recreation Association, pointed out that the seeming increase in school administration reflects the opening up of a number of school centers or of school grounds in the summer time although the bulk of the funds for such service came from outside the community. Much more important, he felt, from the standpoint of administration trends than the number of communities reporting in the Year Book is the number of agencies which consider recreation important enough to justify the employment of at least one person on a full time basis. These figures show a very small change in this respect over a period of six years. There is very little to indicate that as far as the basic administration of recreation goes there has been any considerable shifting over from one form to another during the past six or more years.

How Do the Recreational Activities Offered the Teen Age Boy and Girl Meet the Needs of Present Day Youths?

RUTH SWEZEY, *Executive Director, Playground and Recreation Association of Wyoming Valley, Wilkes-Barre, Pennsylvania*: The school is one of the agencies that takes care of the teen age. The extra-curricular topics and subjects take care of at least a great number of them. But we find in the Recreation Department in Wilkes-Barre we have more trouble with the teen age in high school, and more youngsters coming before the Saturday morning court who are in school than with those who have gotten past that stage.

The church probably has somewhat the same experience. Last week I attended a church conference which reached probably one hundred and fifty different churches. Those young people admitted very freely that their great trouble was lack of leadership, and that they could operate a great deal better program with their young people if they could have trained leaders. Their other major problem was that their boys and young men were dropping out of their activities.

The character-building agencies probably do one of the best jobs with the teen age, but the great difficulty is that most of them are membership agencies and most of them are sectarian. For some reason or other there is a great number of young people that are not reached through the character-building division, so it throws the re-

sponsibility back again on the municipal department.

This spring, in asking questions to find out just what we could do with youth, the thing that impressed me was that they seemed to have no feeling of certainty about themselves. Most of them answered their questions, "I don't know." They had no very definite training and interest along the line of recreation. There were some three hundred young people in that group and they were mostly the lower type of trained youngster. I think we are not giving an adequate recreational program to the teen age of that stratum of people.

Most of you have doubtless read the report that the National Recreation Association made in 1934 of the ways in which individuals spend their leisure time. The Association tried to find out what young people were doing in their leisure time and they found out through this survey that three-fourths of them were doing passive things in their leisure time, such as reading the paper, listening to the radio and going to the movies. We made another survey of what young people would do if they could do what they wanted to do, and we found that swimming headed the list with tennis next, and other outdoor activities. The whole trend showed that young people, if they could do what they wanted to do, would do the active thing and the gregarious thing that at present the majority of them were not doing. I think there should be more camping out, more hiking and more swimming and more tennis for this age group. The development of the county park system is doing perhaps as much as any one thing toward giving the general group of young people an opportunity for these activities free. Of course, the municipal park is free, too, but they need to get out more than they do into the open and into natural surroundings, and until we can furnish that type of opportunity for all young people it does not seem to me that we have really accomplished what we are trying to do.

Following Miss Swezey's talk, V. K. Brown cited Dr. Arthur E. Morgan of the TVA as saying that in his opinion the recreation movement is meaning for youth the addition of the cultural heritage which will counteract the poverty of youth's resources and of impulses to activity. Josephine D. Randall, Superintendent of Recreation, San Francisco, told of the reply of a gang of boys who had proved troublesome to the question, "If you had a playground in this neighborhood what would you like to have?" "First a swimming pool," the boys said, "and then a place where we can make things."

Cecil Martin, Superintendent of Recreation, Pasadena, California, described how his city had attacked the problem through cooperative effort. All of the vice-principals in the schools in charge of extra-curricular activities, all of the executives of the character building agencies, the coordinating directors of physical education and recreation for the city, a representative of the Police Department and the deputy superintendent in charge of curricula in the schools worked together until facilities, which in Mr. Martin's opinion are about 95 per cent adequate, were provided. The city sends out a "floating supervisor" to meet the gangs where they are and bring them into the program.

The chairman, summing up the discussion, said he believes the necessary enrichment program for youth is just beginning and undoubtedly as our concept grows there will be additional supplementation in the form of workshops for arts and crafts and of athletic fields, play areas and camps.

Wage Scales for Employees of Recreation Departments

R. W. Cammack, *Superintendent of Recreation, Mount Vernon, New York*: Last summer, the Mayor appointed a special committee to study salaries and salary adjustments of various municipal departments. We were asked to make a study and submit a report on the salaries paid to our various employees. We did this and presented a thirteen-page report in which we listed the positions, the incumbents, the years employed, the pay in 1936, the pay listed in 1929, the salaries recommended for 1937, the yearly increase and the range of salaries that was recommended by the commission. Then we gave a whole page to a complete detail of the training experience and duties and assignments of each of our full-time workers. I will admit that I was surprised to find how much work and how many duties during the course of the year we were putting on the shoulders of our athletic supervisors, our women's supervisors, boys' director and all of our full-time workers. It opened the eyes of the committee studying the salary adjustment situation in the city and I believe it will prove to be helpful.

You may be interested in the part-time salaries of the workers. Our summer playground direct-

ors, for instance, begin with $18 a week for 36½ hours a week. They range from $18 up to $25 a week, which makes their rate of pay vary from 50 cents an hour up to 68 cents an hour. Our fall playground directors are paid from 50 to 60 cents an hour. Our evening center directors are paid $2 per evening. In some places where they are required to have technical training, they are paid $2.50 an evening. That is at the rate of 80 to 83 cents an hour. Our referees in the industrial and senior basketball leagues get $3 for two games in an evening. Referees in the junior league get $2 for refereeing two games in an evening. The scorers in all leagues get $1.50 for an evening's work. The supervisors in charge of the crowds receive $2 per evening; locker room attendants, $1.50 per evening.

As for our baseball officials, the umpires in the senior league get $2 per game; in the industrial league, $1.50; in the soft ball league, $1.50; for junior and midget games, $1.00 per game. Scorers get $1.50 for two games. The scorers' supervisor in the senior league gets $1.00 for one game. The laborers that are at the athletic fields are given about 50 cents an hour.

Another question you may wish to discuss is the comparison of our rate of pay for our civil service workers with the rate of pay paid by the relief workers. It is a problem that we all have to consider, to see that our own civil service workers who are trained and who have passed examinations are not paid too much less than the untrained relief workers who come to us to do the same sort of work.

There is another question that was discussed at considerable length among the Westchester County executives, and that was the scale of pay paid to those who are athletic directors or playground directors, in comparison to the pay allowed vocational workers, those who are trained to teach arts and crafts and drama and other specialized departments of our work. The latter were getting a higher rate of pay than the former and we did not see how a good coach should not be paid as much as a good art teacher.

We feel that it is worthwhile to submit and make public a detailed report of training experience and duties of all playground and recreation employees. It would be advisable to make a careful adjustment between WPA salaries and civil service salaries. Until the salaries are adequate, the best will not be attracted to the recreation profession.

In the discussion of this subject it was pointed out that directors in charge of the social centers conducted by the New York Board of Education are paid $4.50 in the less difficult problem centers and as much as $6.00 in the centers where greater executive abilities are called for. Teachers are paid $3.75 a night and they work from two to four nights a week.

The discrepancy between the salaries paid playground directors and laborers was discussed. On the playgrounds maintained by the Park Department of New York City the salary schedule recently announced would give an average of about $3.85 a day to year-round civil service play directors. A part-time director or temporary director would receive $4.50 a day, while a playground maintenance worker or laborer would receive $5.50 a day. It is becoming increasingly urgent that a scale of salaries be arrived at which will attract and hold good workers.

Pittsburgh, it was reported, has taken steps to solve the problem. Recently when the rate of pay was raised in the mills of Pittsburgh, the question arose among city officials as to whether it would be possible to secure the number of laborers necessary for work in the various departments. To meet the situation the pay of laborers was raised in the park department, the recreation department and other departments of public works to the level of that which the workers were receiving in the mills. At the same time the workers in the Bureau of Recreation whose salaries had been cut during the years of depression and those receiving less than $1,650 a year were raised 10 per cent; those paid over this amount received a 6⅔ per cent increase.

Are Local City Governments Increasing Funds for Recreation? How Have Increases Been Brought About?

C. E. Brewer, *Commissioner of Recreation, Detroit, Michigan*: The records show that in 1921, 323 municipal departments and 193 private organizations financed recreation programs. In 1935, 809 municipal departments and 182 private agencies were supporting recreation. The number of cities that were supporting year-round recreation programs through public funds in 1930 was 239. Sixty-five communities supported recreation through private agencies. But in 1935 we find that the number of cities had increased to 252, while the private agencies decreased to 58. Hence, the figures evidently indicate that even during the de-

pression years the number of cities financing a recreation program has increased while those of private agencies has decreased.

In Detroit, in the last three years, we have doubled our appropriation for recreation purposes. We were decreased, during the depression, from $850,000 to $265,000 over night. But we have gone back up. This year we will have an appropriation of $568,000. The induction salary of our recreation instructors has been raised from $1,560 to $1,860 a year, which is higher than the induction salary of the public schools, going up to senior instructors at $2,340, community house supervisors $2,280 to $2,640, the assistant directors of recreation $2,640 to $3,000; the director of recreation $3,200 to $3,740. The supervisor of competitive athletics receives $3,000 to $3,540 per year. Steps of $120 are granted each year from the minimum to the maximum for salaries under $3,000 and $180 per year for salaries over $3,000.

We work only five days a week and the Council gave us a raise in salary, so, we are getting more money than we did before the depression and doing less work. However, the Council concluded that it had done as much as it could and did not give a 16½ per cent increase in workers to take up this one day off a week, so it makes it quite a problem to run the department on seven days a week with a five-day week staff.

In securing public funds for support I think a good many of us make the mistake of selling it on one feature, a special part of the program. We should sell the program on the general, all-round basis that we are doing an all-round full program of activities for adults as well as for children. Too many of us, I think leave the adult out of the program. You are not going to get all the support that you should get unless you do include the adult in your system of recreation. The money comes from the taxpayers, from the pockets of the adult. Therefore, if you make the adult feel that he is getting something out of the money that he is contributing to recreation purposes, when the tax bills come around he is not going to grumble at the amount of money which is being spent for recreation purposes.

You must build your budget on a businesslike, efficient basis. You have almost to be able to tell to the penny how you intend to spend the money, if you get it, and then be able to convince your appropriating bodies that the money is going to be spent wisely.

Whenever we have a particular problem that must be brought up, we always go back to the community that is going to be benefited and let them solve it. If you want a community building of three or four hundred thousand dollars in a community, if you can get twenty-five or thirty organizations to send in letters or appear down at a public hearing and talk on one item, you will be surprised to see how much effect it does have upon those people in the Council who do have the final say upon your budget.

Naturally, of course, with the increased leisure, the demands upon recreation departments will increase. So it behooves all of us recreation executives to pay particular attention to the methods whereby we can increase our budgets, and the only way that I know of to enlarging our budgets and getting increases each year, is to sell our program to all of the people in a community, and to make all them a part of our program.

Do Recent Increases in Facilities Make Imperative in Most Cities Increases in Appropriations?

J. M. Richards, *Commissioner of Recreation, Cleveland, Ohio*: Investigation has proven that in the cities adjoining Cleveland the question should be answered in the affirmative. It *does* increase the appropriation and makes it absolutely necessary. Even though you may merely go into a vacant lot to establish that as a play area, it increases your cost of operation. You must place at least a baseball backstop there. It calls for additional supplies and equipment.

To purchase property, it is necessary to increase the budget, but we found that where we had the property, it was still quite necessary to have an increase in our budget to improve these facilities, to expand our program on areas which the city had formerly operated as play areas, but had not felt is was justified in extending funds for its improvement.

The problem of maintenance makes it imperative that additional funds be allocated. The problem of personnel, regardless of the fact that we are able to get personnel from the WPA and the NYA, requires additional expense. The WPA and the NYA are merely supplementing the personnel the city cannot afford to carry at this time.

You have the additional expense and cost of all supplies, whether they are handicraft supplies or of another nature. Equipment is an additional expense.

One of the major problems is the cost of transportation. Supervisors find it very expensive to drive their cars, and in order to increase the number of physical facilities you have to increase the budgets for any supervisor's transportation.

The program of expansion must necessarily cost more money. With the assistance of the NYA and the WPA, the amount of the appropriation necessary is reduced, but it is necessary that more funds be allocated to carry on a program. The only answer to this question is that it costs you more money no matter where you are or how you increase the facilities.

Budget Making

WALTER ROY, *Recreation Division of the Chicago Park District*: It is a very difficult thing to arrive at formula and try to work out percentages. I thought, therefore, I might give you an analysis of our budget, rather than the percentages we try to adhere to.

First, with all of our departments we have a full municipal system and there we do try to observe a percentage figure for fear our budget may become too heavy on the material side. Our supplies, other than salaries, should not exceed 17 per cent. That is true of all our departments, including our legal department, our police department and many items you may not have in your particular system.

Our recreation division takes in our buildings, our field house buildings or recreation buildings, our golf courses and our beaches, but does not include such matters as the repairing of these buildings and policing, which are in other divisions. On this we have no set figure that we strive toward, but we find that salaries have taken at least 92 per cent in the recreation division, leaving 8 per cent for what we call "miscellaneous items." Our supplies within this 100 per cent recreation budget would run about 5 per cent. We have been spending for the last three years in the neighborhood of 2 per cent for repairs to our apparatus. That includes the manufacture of new apparatus. This would be modified, once again, by the use of WPA labor which would throw us closer, I think, to a 4 per cent figure if we took that into account for our annual percentage.

Maintenance of ball fields, tennis courts and so on does not come in our division. That is handled by our landscape maintenance division which also takes care of the shrubbery, cutting of grass and other things. In computing the salaries of the recreation division, the item runs just about 50 per cent for supervisory and teaching classifications and about 50 per cent for the maintenance type of salaries.

We have no formula; we have arrived at no particular percentages. We study each particular situation in our work sheets, figuring the minimum requirements of each location. A recapitulation of all those individual locations is worked in for salaries and supplies, and recognition is given the fact that we want to hold down expenditures for supplies and give more in the way of personal service. That has resulted in the figures of 92 per cent for salaries and about 8 per cent for miscellaneous items.

Continuing the discussion of finances, George Hjelte, Superintendent of Recreation in Los Angeles, emphasized the point made by Mr. Brewer that in order to secure additional appropriations for recreation it is important to interest adults in the program. It is necessary, too, to inform adults, who are the voting citizens, of the problems recreation officials are facing so that they will be intelligent on the subject of the provision of recreational services. As an example of the way in which the public will support a program for additional appropriations for recreation if they are given an opportunity to express themselves, Mr. Hjelte told of the referendum vote held last April in Los Angeles which resulted in an increase of $250,000 in the budget for recreation. Through this vote the four cents on each one hundred dollars of assessed valuation allotted by the city charter was increased to six cents, making the total budget from tax funds and fees a little over $900,000 in the coming fiscal year.

In the campaign which preceded the vote the Parent-Teacher Associations and Women's Clubs, with whom contacts were made at the beginning of the project, and the employed staff of the Recreation Department bore the brunt of the burden. When the request to have the referendum was brought before the City Council—and this was done at a strategic time when every councilman was running for re-election—enthusiastic approval was given. Out of the thirty amendments before the City Council, the amendment authorizing the vote was the only one which received a unanimous vote. To meet the expenses of the campaign, $2,000 was raised in $1.00 contributions from societies and organizations of various kinds.

It was found that in the districts where the playground and recreation departments had been giving service for over a year, the measure received majority votes of 6 to 1, 7 to 1 and even 9 to 1 in some places. The districts which had never had service gave a better majority of votes, showing that the people who had had an opportunity to take part in recreation were for it, even though they knew that most of the money would not be spent in their particular districts but in the sections not previously served by the commission.

In Decatur, Illinois, before a demonstration of recreation had been put on with federal funds the citizens voted down a proposal to spend money for recreation by more than 5 votes to 1 in every precinct in the city. Eighteen months later, when the citizens had seen what a recreation program really was, every precinct voted three to one in favor of the proposal. Over five hundred block workers were used in the campaign and on the day of the election every effort was made to get the voters out.

The question was raised as to whether support has been secured from organizations such as large industries because of services to the industrial field, and whether such services affect the attitude of large industries toward municipal recreation needs. Mr. Brewer stated that in Detroit the Recreation Commission provides most of the facilities and activities for industrial plants such as school gymnasium, baseball diamonds, swimming pools and tennis courts. In a number of cases some of the plants have done away with athletic fields and the men are enjoying the municipal provision for recreation in their own communities. Whenever problems of increased appropriations arise the commission receives large support from these industrial groups.

V. K. Brown of Chicago told of a hearing at the time the Park District tax levy was being considered by the legislature at which the President of the Federation of Labor appeared and emphatically endorsed the Park District's request for funds, not only on behalf of the boys and girls of the city, but also on behalf of organized labor, couching his endorsement in terms of the meaning of a richer life for the working man and working woman as well as for children. To provide for the large industrial clientele, the Park District is using its plants at night, keeping the centers open until 11 o'clock.

In Los Angeles the Chamber of Commerce was happy to give its endorsement to the campaign, after a great deal of study, in spite of the fact that it is constitutionally opposed to tax increases and will not give an endorsement except for measures of the utmost importance.

Last year the recreation budget of Elizabeth, New Jersey, an industrial community, was increased by 25 per cent. Mayor Brophy stated that the Recreation Commission has built up a great deal of good will of industrial leaders who are large taxpayers, and they are in favor of the municipal recreation program. He believes that it is possible to secure the good will and support of industrialists if the right contacts are made.

Tabulation of Reports — Financial, Program and Administrative

F. S. MATHEWSON, *Superintendent of Recreation, Union County, New Jersey*: We have this question for our consideration: "For the purpose of uniform tabulation of all reports, namely, financial, program and administrative, would it be possible for the National Recreation Association to offer a uniform report blank to be used by all cities cooperating with the National Recreation Association?"

It seems to me that no real solution to this problem can be secured until there is more uniformity in general municipal accounting. I have discussed this question with three or four different people who have been doing some thinking on the subject and that was the answer in each case. Huus, in his book on finance and municipal recreation, states that it is absolutely impossible to compare financial costs because of lack of uniformity, and, in most cases, of any kind of system at all.

I suppose one of the first steps that should be taken would be a discussion of terms. For instance, what do we mean by operation? What do we mean by maintenance?

I remember, a few years ago, listening to a person talk to a conference about his golf course. He told us of the profits which were accruing as a result of his particular golf course. Yet, when we were able to analyze his figures, it was found that he was not considering costs of maintenance but only charging off against the gross income, the operation. The cost of maintenance was met by the Park Board. Again, in comparing cost of golf courses, we have to consider whether this golf course is operating with a large club house, or with only a booth where the registrations are made.

There is need for the inauguration of a better cost accounting system. No comparative cost for maintenance can be secured without a distribution of time. Many recreation departments, and even park departments, operate today without distributing the time of the maintenance department. We have found that to compare costs of maintenance in one park with another in our own system, it is necessary to reduce the acreage first. A park has so many acres of shrubbery, so many acres of lawn area, so many miles of roads, so many acres of heavily-used play areas. Unless we did that we could not make comparisons with one of our other parks relative to the efficiency of the various foremen.

Every time a carpenter goes out to a playground, or the grass is cut or the maintenance work done on a particular baseball field, that cost is charged directly to the recreation department and so it is borne by our budget. In this way at the end of the year it is ascertained that the cost of activities in the system is exactly so much.

We use about 125 different forms in our recreation department alone. These were made, in many cases, after careful study of forms used by other departments. They satisfy our cost demands and our auditors, but it is safe to say that they are of little value when compared with those which other cities are making.

I have often thought that the year book report should be of greater help to us in making comparisons if the tabulations were presented in a little different way. I think that cities under recreation commissions should be tabulated in one way. Cities under park boards should be tabulated in another table. Cities under boards of education, county parks, should have still another tabulation. I know that the National Recreation Association has given considerable thought and study to this particular question and there are many reasons why this could not be done in the present set-up, but it seems to me that it would be most helpful to us if it were possible to work out a plan by which it could be accomplished.

It is absolutely necessary to tell the city council or the board of freeholders, as the case may be, just exactly how the money was spent last year and how it is intended to spend it for the coming year, if we are going to secure the necessary funds with which to do our job.

There is an attempt being made by the Children's Bureau at Washington to secure uniform record-keeping methods by both private and public agencies and so there is a keen interest on the part of the various private and public officials to have a better understanding of this whole question.

At this point I want to present a motion that the National Recreation Association be urged to form a committee similar to the Standards Committee and other committees organized in past years, to make a study of this question and to make a complete report, at least, a progress report, at the Twenty-third Annual Recreation Conference.

This motion was passed.

How Can We Get Attendance Figures Which Tell the Truth?

IRENE WELTY, *Superintendent of Recreation, Allentown, Pennsylvania*: If I could answer that question, I think I would be greeted with a round of applause, but in some of our activities it is quite easy to get figures which do tell the truth. For instance, in the use of your golf courses you probably charge a small fee or you have your people register. This is also true in tennis and a few more activities, probably in your community centers in the winter time. These figures which you have from the National Recreation Association on your report sheet are probably quite correct and true, but I know all of us wonder when we send our report in, just what they are going to do about it and how they are going to make up the report when they get them. If we should take our registration and multiplied it by the number of clear days that our playgrounds were open, and if the National Association would arrive at a percentage of attendance which would be the most uniform and multiply by it, we would probably have a better viewpoint of attendance.

Another question here says, "Why should not greater stress be placed on statistics which relate to participation and less on statistics which only concern themselves with non-participation?"

The only suggestion I can give you is this: if you are estimating a crowd of people, at least find out how many your stadium or auditorium or your opera house holds so that you don't overestimate the number!

There is another question, "How valuable are our recreational attendance statistics when the key to the measuring medium is local and not uniform throughout the various cities?" I feel it does have a value to the local community and our politicians are very anxious, our councilmen and our Mayor,

to have statistics because they feel the recreation department is reaching a greater number of people than they think it does. It will mean a great deal to them, and a great deal to us in our budget, but as far as having any value to the national outlook of participation I am afraid that it is very small.

In the discussion which followed, methods of cost accounting aroused much interest. The point was made that there was probably little possibility of developing uniformity in cost accounting systems because of the necessity for complying with municipal budget set-ups which vary considerably. Municipal housekeeping in general is safeguarded by legislation in every state, and as long as states are sovereign, uniformity is impossible. The committee which the recreation executive has asked to have appointed might perhaps harvest from various sources samplings which will show typical situations and this will be helpful. While little can be done, in all probability, in compiling uniform methods of cost accounting, there is much more hope for success in attempting to standardize program accounting which will make it possible not only to compare one city with another in its recreational services, but also a section of one city with another section, and one center with another.

At the Luncheon Meeting

Following the morning session a special luncheon meeting was held for the discussion of questions relating to WPA and the National Youth Administration. At this meeting recreation executives were given the opportunity to discuss with Aubrey Williams, Director of the NYA and Assistant Administrator WPA, questions regarding relationships with federal government agencies operating in the leisure time field. Dr. E. C. Lindeman, Director, Community Organization for Leisure WPA, also answered questions and told of some of the things which are being done through governmental agencies.

A report of this session will be published separately.

Association of Recreation Executives

On May 27, 1936 the Board of Directors of the National Recreation Association voted in favor of an organization of recreation workers. Out of 173 recreation executives writing in response to a questionnaire, 168 expressed themselves as in favor of organization. Recreation executives throughout the country by a mail ballot chose a committee of ten to advise as to preliminary arrangements for forming the organization. This committee asked V. K. Brown to call the first organization meeting to order. V. K. Brown was duly elected temporary chairman and Arthur T. Noren, temporary secretary. The temporary chairman was authorized to appoint a committee of fifteen to consider the plans proposed at the first organization meeting held on May 17, 1937 and to present a plan for consideration at the second meeting to be held on May 20th.

Following the luncheon, the afternoon session of the meeting of recreation executives was devoted to a discussion of the organization of an association of recreation workers. The minutes of this meeting, together with a brief statement regarding the preliminary steps taken, are presented here.

At the meeting on May 17th several questioned the need of a new organization. Others urged that the new organization be a part of the National Recreation Association. Howard Braucher, secretary of the National Recreation Association, was called upon by the chairman and stated with conviction that he felt the time had come for the organization of an association of recreation workers and that the new society ought to be entirely separate and distinct from the National Recreation Association so that there could be the utmost freedom in the expression of opinion, while at the same time the National Recreation Association and the new professional organization ought naturally to work in very close cooperation.

The minutes of the meeting held on May 20th follow:

At the National Recreation Congress held in Atlantic City, steps were taken to perfect an organization of recreation workers to be known as "The Association of Recreation Workers." The following general purposes were proposed:

A. 1. That the name of the association be:
"The Association of Recreation Workers."

2. That the purposes of the association be as follows:

a. To unite in one organization all recreation workers in the United States and adjoining countries.

b. To foster and to maintain high standards of professional qualifications.

c. To foster and to maintain high standards of professional ethics.

d. To encourage and promote adequate programs of professional training for recreational workers.

e. To affiliate for mutual benefit with the National Recreation Association and to join with other agencies organized for similar or related objectives.

f. To publish a bulletin or other medium for dissemination of information concerning its activities and related matters.

g. To act as an agency for representing recreation workers when group representation is desired.

h. To promote adequate compensation for recreation workers.

i. To protect the interests of recreation workers as a group in situations where their professional interests are involved.

j. To encourage research on matters of professional interest.

B. **Active Membership**

Membership in this association shall be open to anyone who is employed as a professional recreation worker on a year-round, full time basis in any private or public agency which is primarily concerned with and interested in the promotion of public recreation. Dues, three dollars per year including a subscription to the Recreation magazine.

Associate Membership

This association shall be open to any recreation worker who is employed on a part time or seasonal basis or anyone who is interested in any way in the field of public recreation. Dues—two dollars and a half per year including a subscription to the Recreation magazine.

Voting power in this Association shall be limited to active members.

C. That an annual convention for the proposed organization be held once a year at the same time and the same place as that of the National Recreation Association and that members be notified of the place and dates of this meeting.

D. That this convention be held during an afternoon session as determined by the Executive Committee.

E. That the proposed new group contact the National Recreation Association requesting that they suggest a temporary secretary from their staff to serve in the membership drive and the supervision of the bulletins.

F. That the National Recreation Association be requested to assign a certain section in their official magazine, RECREATION, these pages to be devoted to the business of the proposed recreation workers' organization.

G. That the relationship of the proposed new group to other organizations interested either directly or indirectly in leisure-time activities be referred to a sub-committee for an intensive study; said duty to include a referendum on the sentiment of all members of the group.

The above report was presented before about three hundred delegates.

After considerable discussion, the motion was made by George Hjelte, seconded by Tam Deering, that the recreation workers proceed to organize on the general plan as submitted by the above report.

A communication was read by Dr. John Brown, Jr., suggesting a possible affiliation with the American Physical Education Association. After some discussion, this matter was referred to the general committee for further study.

The motion was made and unanimously passed that the officers of this committee be delegated with responsibility to continue in office until final organization is effected.

Motion was made that information on the entire proposal be disseminated through the regular bulletin service.

The following motion was made by Fay S. Mathewson, seconded by Robert Dixon: that the committee of fifteen already appointed be empowered to carry on for another year with instructions to study the whole plan and to submit a complete report at the 1938 Congress with the proposed constitution and by-laws and any other recommendations which seem desirable as a result of its study.

Respectfully submitted,

ARTHUR T. NOREN, *Secretary.*

The following recreation executives, representing a cross section of the country, were selected as a steering committee for planning the organization of the Association of Recreation Workers:

W. Duncan Russell, Boston, Mass.
George Hjelte, Los Angeles, Calif.
Josephine Blackstock, Oak Park, Ill.
V. K. Brown, Chicago, Ill.
Charles English, Philadelphia, Pa.
W. C. Cammack, Mt. Vernon, N. Y.
Catherine Kreig, Des Moines, Iowa

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Marionettes on Wheels

By JOHN M. HURLEY
Board of Park Commissioners
Hartford, Connecticut

THE ART OF PUPPETRY is by no means new, but it would be an inaccurate statement to say there is nothing new in the art of puppetry. It was known in the year 1400 B. C. and even earlier, some historians declare, but the modern version adapted for educational recreation has become the newest and one of the most important developments in the recreation field, and one that has met with remarkable success, particularly with the introduction of the traveling theater.

These mobile units, many of them unique because of the ingenuity which has gone into their creation, have opened new vistas and brought into being new opportunities that are taking puppetry far from the beaten paths of parks and playgrounds. By reaching areas hitherto untouched, they are taking municipal recreation to the people where it is most readily accessible to them, making it unnecessary for the audience to go to a stated place involving travel and long distances.

For the fortunate recreation department endowed with sufficient funds to carry on an adequate program it is not much of a task to establish a traveling theater, but for the less fortunate department it is an enterprise calling for the utmost ingenuity.

The Recreation Division of the Hartford Park Department has developed rare resourcefulness in converting old material into equipment combining beauty and utility. Proof of this was given in an article which appeared in the April 1936 issue of RECREATION. The Division has once more proven its ingenuity and skill by creating a marionette theater out of discarded material. James H. Dillon, Supervisor of Recreation, tells us the idea was suggested to him by an article he saw in RECREATION telling of a traveling puppet theater in a Pacific coast city. Mr. Dillon called into consultation his director of marionettes, Alwin Nikolais, and the project was speedily launched.

From Ancient Egypt to Modern Junk Yards

Lacking funds for a traveling theater and called upon to use its resourcefulness to the limit, the WPA-Recreation Division of the Hartford Park Department has been successful in securing a theater on wheels though it has meant traversing a devious path that led all the way from the archives of ancient Egypt to an automobile junk yard, secondhand shops and a dismantled theater. The traveling theater is now starting on its second outdoor season with a record behind it of an average of three performances a week in parks, playgrounds and neighborhood centers, as well as a tour, on request, of the county fairs throughout the state.

The theater's repertoire of six plays has been increased by two for this summer's production. The new shows are "Rip Van Winkle" and "Uncle Tom's Cabin," which will be presented in addition to "Aladdin and His Wonderful Lamp," "St. George and the Dragon," "Hansel and Gretel," "Jack and the Bean-

stalk," "The Flying Trunk" and "The Amateur Hour."

Starting from scratch in the spring of 1935 under the sponsorship of J. H. Dillon, Supervisor of Recreation, with practically nothing at its disposal except the experience and knowledge of its marionette troupe, the project has achieved high success.

The first step in securing the theater was a trip to an automobile junk yard where an old but serviceable Ford truck chassis was obtained for the payment of the princely sum of $15. It was a sorry looking object, but its decrepit body concealed a good motor which, with four young, sturdy wheels, provided the mobile equipment; that is, it *was* mobile after four used tires had been purchased! When it had been stripped to the bare essentials, the departmental carpenters went to work to build on it a platform of planks which was to form the foundation for the theater superstructure.

Next, stage hands from the marionette and dramatic groups took it in charge. Scarcely had they started work when it became known that Parson's Theater, one of the oldest and most famous in the country and a Hartford landmark for years, was to be dismantled and razed. Through the courtesy of the owners, the WPA-Recreation Division had the rare good fortune to secure permission to remove whatever equipment and theatrical effects it desired. In this way footlights, border lights, two flood lights, five spotlights and color reels were secured, as well as a quantity of stage scenery, drops, wings and other paraphernalia.

From the day Parson's Theater opened over a century ago, a grotesque carved insignia of the drama has gazed out over the audience from its place above the front arch of the stage. Today that same wooden image looks out over the audience watching a performance of the traveling theater stage.

The acquisition of this equipment added impetus to the construction of the mobile unit. A scenic artist repainted some of the Parson's Theater scenery and painted new scenery on old canvas. Stage hands made over drops and wings to fit new measurements. Electricians built a special switchboard and troughs for the border and footlights for illumination — a highly important factor as lighting effects are used to carry out the story. The switchboard controls the amplifying system as well as all lights, including the large spotlights with 1,000 watt bulbs, baby spots of 500 watts each and a border of multicolored lights that encircle the stage.

> "Marionettes are as old as civilization itself. They have been found buried in the tombs of the kings and queens of that most ancient of civilizations—Egypt. In Greece, we find that Archimedes, the greatest inventor of his time, devised many clever ways of making them move and appear human."
>
> —From *The Hobbyist.*

Authenticity and Artistry Join Hands

While the work on the vehicle itself was under way, Mr. Nikolais with the aid of Edward J. Dunn an expert wood carver attached to the department, and his troupe of operators were busy with the manufacture of the puppets, every one of which is handmade. Each head, face and torso was carved by Mr. Dunn, an artisan who years ago carved the famous staircase in the Saratoga, New York, Casino, while Mr. Nikolais personally handled the moulding of the features and the stringing of the limbs. Costumes for the characters were produced by the Department's dressmakers. This work alone is worthy of attention for every costume represents hours of research by one of the troupe's members especially assigned to this task. The marionette costume must conform in every detail to the original mode, color and design.

It has been estimated that each puppet represents a cost of about $30, so intricate and delicate is the workmanship, but its value when completed is about $100. The making of the puppets was the most expensive part of the new traveling unit.

When the technicians and the artisans ended their labor, the bridge was erected, the vehicle was painted a glowing white with a trim of gold and a trailer attachment was forged in the Park Department's blacksmith's shop.

Off on the Road!

It was then hooked up to a departmental truck and took to the road, conducting a circuit in two months of every park, playground and neighborhood gathering place that provided accommodations for a public gathering.

From the start it was an outstanding success—an investment of about $300 that has an "as is"

value of $1,000, but whose value to children cannot be computed in dollars and cents. They flock to it like bees to honey, following it from place to place, eager and rapt in their attention and tireless in watching over and over again the antics of the tiny creatures dangling at the end of strings.

At the close of the summer, but before the end of the outdoor season, the theater's popularity had spread past the boundaries of Hartford and reached the ears of Robert A. Hurley, then administrator of the Connecticut WPA. At. Mr. Hurley's request, the traveling theater with its Hartford troupe started on a state tour that took it to practically every county fair where thousands, many of them for the first time, were entertained with marionette shows.

During the winter, the theater was kept in storage while the troupe continued its usual indoor program in school auditoriums, community centers and public gathering places. With the advent of the summer season it was brought out, reconditioned and repainted and is now ready for the road again.

Mr. Nikolais has made a life time study of the art of puppetry and is exceptionally well informed, not only on the historical background but on the technical details of manufacture and operation.

An Ancient Art

"It was only recently," he recalls, "that I was both surprised and shocked at the remarks of a supposedly intelligent woman. We had just rung down the last curtain on our third performance of the day when she rushed backstage. 'Why, you clever, clever people,' she gushed. 'How in the world did you ever think up the marvelous idea of dangling little dollies about on strings?' The entire company gulped for there is nothing they detest more than to have the little actors called 'dollies,' and I'm sure the characters' hearts would be broken if they realized how few people know of their ancient, honorable and astounding ancestry."

Mr. Nikolais can trace their ancestry back even before puppets were know on an Egyptian oasis in 1400 B. C. That 1400 B. C. puppet was supposed to be the reincarnation of the god Ammon Ra, while actually it was a man-sized marionette built in such a way that a priest could get inside and manipulate the arms, legs, head, mouth and eyes.

"We are not sure this puppet of Ammon Ra was the first," according to Mr. Nikolais, "and it is safe to guess it was not. The people of India before that were very fond of puppets and many wonderful stories have been passed on to us about them. There is one story about Parvati, wife of the god Siva, who made such a beautiful puppet she was afraid to show it to her husband and secreted it in the Malaya Mountains. Suspicious of his wife, Siva followed her, discovered the puppet, fell madly in love with it, and used his supernatural powers to give it life. It must have

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A "close-up" of the traveling theater shows some of the details of construction and the quality of workmanship which has gone into its creation

"Calendar Highlights"

By MARK L. FRENCH
Department of Parks, Playgrounds and Public Buildings
St. Paul, Minnesota

AN UNUSUALLY attractive pageant has been arranged for presentation in St. Paul, and a beautiful site has been selected for the production which will include participating groups from all of the playgrounds in the city, it was announced by Ernest W. Johnson, Superintendent of Playgrounds.

"Calendar Highlights," a picturesque spectacle depicting events which are celebrated annually on the St. Paul play centers, will be offered in tableau settings on Sunday, July 25th, at 8:30 P. M. From eighteen to twenty such events are planned, according to Miss Gwetholyn Beedon, dramatic director for the Department, who will be in charge. Cooperating with the Playground Department in making the city-wide affair possible are the Ramsey County WPA Recreation Project and the WPA Music Project.

The site chosen is located on beautiful Lake Phalen where natural glacier formations aided by man-made landscaping provide a small island. The island is surrounded by gently sloping hills which offer a natural amphitheater where spectators may sit. Although the sides of the hill are not terraced, they have well seeded lawns, which, fanned by the cool refreshing breezes off the lake, will provide comfort for the audience.

An advantage of this site best appreciated by the directors of the pageant is the fact that the only entrance is over a small bridge. This gateway will be guarded so that only persons connected with the performance can gain admittance, thus assuring no interference from outside sources. It will make it possible to control the natural desire of the children to roam about the park when they are not on the stage; a guard will be stationed at the bridge who will see that only those children having written permission may leave.

A stage resembling a huge picture frame will be used. Brilliantly lighted, with its boxed encased framework, it will give the effect of a portrait frame. An innovation for a front curtain drop will be used. Two huge pumps will draw water from the canal and will carry it to an improvised trough at the top of the stage; from that point it will fall into another trough placed directly in front of the setting and drain back into the canal. While the water is falling numerous colored lights will be played on the spray from the front and rear giving a rainbow effect. This lighting device will be used only during the changing of stage property and while the placing of characters back stage is going on.

The stage itself will have a frontage of approximately 40 feet and will drop back to 15 feet in depth with a 20 foot rear background. It will be 15 feet in height.

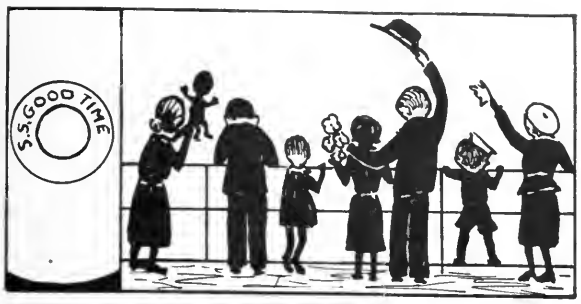
An interesting device will be used to announce the names of the participating playgrounds and the events to be presented in the setting. An 18 foot papier-maché sign with blocked out letters arranged on pegs will be placed on a chassis, with four disc wheels somewhat resembling a wagon, which will be drawn across the stage by a small dog. In reality the dog will have very little work to do as an invisible wire manipulated by man power will draw the sign across the stage.

Among the scenes which have already been chosen and assigned to different playgrounds are New Year's, Valentine's and St. Patrick's Day, Washington's and Lincoln's Birthdays, April 1st, Easter, May Day, Mother's and Father's Days, Memorial Day, a June bridal, July 4th, Labor Day, Hallowe'en, Thanksgiving and Christmas celebrations, and a harvesting scene significant of the month of August.

NOTE: We hope very much that the recreation departments which this summer conduct such pageants as St. Paul plans to produce, will send us reports of the events as they are held. If sufficient material reaches us we shall be glad to incorporate the information in an article to appear in a later issue of RECREATION.

Many recreation departments are now planning for the circus, festival, pageant or other special event which will bring together all their playgrounds in a city-wide demonstration at the end of the summer season. St. Paul is planning for a pageant, "Calendar Highlights," which will be of interest to other cities.

A Cruise Party



LET'S SUPPOSE it happened this way, because it might very well have. . . . The PBX Club of older boys and girls was restless. Summer was coming on, everyone wanted to go to the beach or on one of the many advertised cruises, and no one could! To make matters worse they showed a travel movie in the Center and everybody said, "If I only had a million—or even a few hundred dollars, just wouldn't I get away from here!" Nobody felt any better about having to stay in the city after seeing the picture. Then Joe, head of the social committee, had an idea and called a special meeting of his committee and said, "Let's throw a ship party and take ourselves on a cruise." And this is what they worked out for the club—as a surprise.

Invitations

They sent out invitations in the form of cruise folders, having visited a travel bureau and obtained folders from which they cut pictures and captions. "If we can't use the Center mimeograph machine, we'll cut down on the print and use more pictures and print them by hand," said Joe. They used cheap, colored paper and included place and time and suggested everyone come in costume suitable for a tropical cruise. The ship was the S.S. Good Time; the destination the Seven Seas.

Decorations

Planning the decorations for the club room was almost more fun than the party. They didn't have space or time to carry out all their ideas, but here are some of the things they did. They made a gangplank leading into the gym where the party was given; hung ropes about the room and pinned triangular flags of colored kindergarten paper along them, one almost touching the next, and thumbtacked large cardboard life preservers at intervals on the wall. (Jane had printed "S. S. Good Time" on each one.) Two girls made sailor hats for the club members and officer caps for the social committee. (Joe was Captain.) Jim suggested they make a promenade deck and roped off a walk about six feet wide down the whole side of the gym. He put deck chairs, camp stools and chairs along it for those who wanted to sit down. He pinned some life preservers to the heavy, cheap twine he had used to give the effect of a railing and tacked some port holes behind the chairs on the wall. Mary hung a red light to the left of the gangplank (port side), and a green one on the right (starboard). Out of a cardboard packing case they cut a huge anchor and chain to put in one corner. The effect was quite nautical and they were well pleased.

If you can't go on that ocean cruise you'd like to take, at least you can enjoy a cruise party!

Games

"Now we've got to plan some good games," said Joe. "We could plan a game from each of the various countries we touch; we could run a progressive party with the regular ship games of bull board, deck tennis, shuffleboard and ring toss or we can parody things that happen on a ship." They decided to do the latter, and worked out the following activities. Joe, as Captain, was to lead the games and the other committee members were to assist him.

Pre-party. What to do with the early comers was the first problem. "We'll give them something to look at," suggested Jim. "How about a marine museum, along the wall here?" No sooner said than done. First comers were ushered up the gangplank by the officers and taken to the Marine Museum until "sailing time." They saw Davey Jones's locker (a small chest) ; the most famous sailor of modern times (funny paper cutout of Poyeye, the Sailor Man); the most celebrated sailor in literature (drawing of Jonah and a

whale or a bit of the "Rhyme of the Ancient Mariner"), the most famous nautical love affair (drawing of the owl and the pussy cat); King of the sea (picture of Neptune); a sea serpent (toy snake), and the equator (a hair fastened across the large end of a pair of opera glasses).

Boat Drill. When all were aboard, the Captain ordered a boat drill and led a grand march to the tune of *Sailing* and *Anchor's Aweigh*, using "starboard" for right and "port" for left as he gave his orders. Pretending that all the guests were crew, he halted them and inspected with his officers. Some who weren't in nautical attire or who had a tie crooked or a lock of hair out of place or smiled had their names taken for later sentence and were threatened with the brig if they didn't mend their ways.

Nautical Relay. Having ended the boat drill with the group in four rows, the Captain announced a nautical relay. Each person in turn raced to the other end of the room and back touching off the next player. The first had to walk with a sailor's roll; the second hopped on one leg as a one-legged sailor; the third and fourth went together, the fourth (a tug), pushing the third (a barge); the fifth blew his fog horn (cupped hands) all the way, and the sixth ran for his life belt. "If there are more than six in each row," Joe said, as they made up the list, "I'll add new ways or use any of the others again." The members of the winning team received a candy lifesaver as a prize.

Square Knot Relay. The Captain showed the group how to tie a square knot. (He had looked in a Boy Scout manual to find out.) The leader of each team was given a short length of clothesline rope and on the word "go" he tied a square knot which was passed on by an officer assigned to the team. He then untied it and passed the rope to the next player, and so on. The team finished first also received life saver prizes.

Horse Racing. A cruise wouldn't be complete without a horse race, so three girls and three boys were selected from the group to be horses. Twenty pieces of paper were laid out on the floor in a straight line, and the horses were numbered one to six and lined up at the start. One girl was selected to shake the dice. The rest of the group was divided into six groups depending on which horse each chose to back. The race was on. The girl shook out one dice. Six turned up. She shook the other, five turned up. Horse number six went ahead five papers. She continued in this way until one horse crossed the finish line. Those backing the winning horse received a life saver. There was a great deal of cheering for each horse, needless to say, as the race progressed.

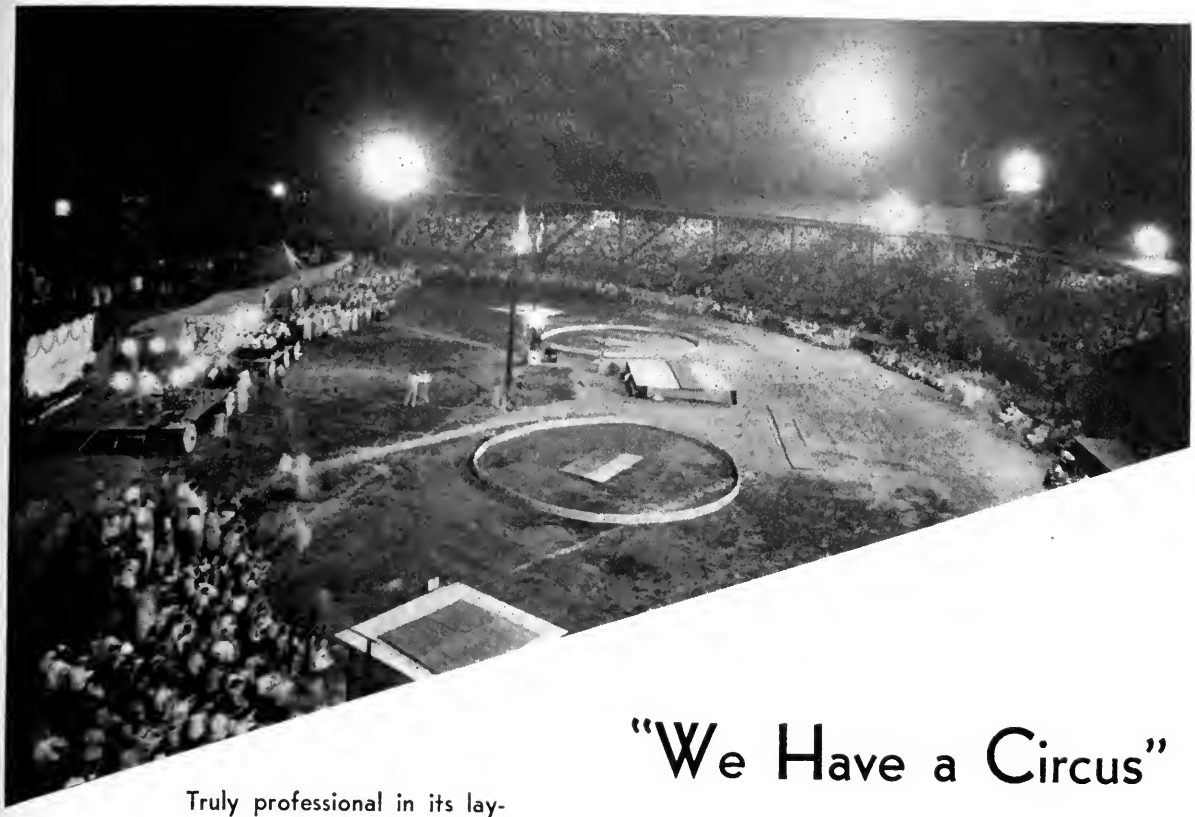
Stunt. One of the officers held a list of all the names of the club members. After the horse race he went quickly around the group to collect guesses on the number of miles the ship would travel that day — a take-off on the customary "guessing" of the length of the day's run. He held a glass jar of beans. Each guessed the number in the jar and had the number written after his name. The one coming closest received a doughnut prize.

The Ocean Is Stormy. The Captain then ordered each girl to take the man nearest her on the right as her partner. One of the officers gave each couple a sheet of paper which it was to put near the side of the room and stand on. Each couple thought of the name of a fish it was to be. The Captain walked around the room saying "I went fishing and I caught a.....," naming some fish. Any couple having that name fell in behind him. Next time he called the name of another fish, and so on until he had quite a number of "fish" behind him. Suddenly he said "The Ocean is Stormy" and all, including the Captain, raced for a paper. One couple was left without a paper. The Captain took the girl of that couple for his partner and the extra man became the fisherman.

Immigration Test. "Now," said the Captain, "we are nearing port and the immigration officers will see which couples are educated enough to be allowed to go ashore." An officer gave a card and pencil to each couple and the immigration officer (one of the committee) read the following statements, the passengers writing down the answers. The answers were read and prizes awarded the highest and lowest scores.

1. Is a nautical mile longer or shorter than a land mile? (A nautical mile is 6,080.2 feet)
2. "Full fathoms five thy father lies"—How far down was he? (Thirty feet)
3. How many stripes on a captain's sleeve? (Four)
4. Which is the leeward side of a boat? (Side opposite to that against which the wind blows)
5. Is starboard right or left? (Right)
6. Is the stern the front of the boat? (No)

(Continued on page 261)



Truly professional in its layout is the annual playground circus of Evansville, Indiana

"We Have a Circus"

By LOTYS BENNING

"WE HAVE A CIRCUS," any child in Evansville, Indiana, will tell you if you ask what happens on the playgrounds there.

And indeed they do, both literally and figuratively. For the past two years the summer season has closed with a three-ring performance which rivals professional shows.

At the beginning of the season the thousand youngsters attending the twelve playgrounds start getting their acts ready for the big day. Playground supervisors begin early visiting playgrounds to spot outstanding talent which may be used in special acts. Clubs having unusual acts are also invited to join in the circus. Training for the clown acts in particular is started early, as these are the most difficult acts to perform well.

Held in a large athletic field, the circus features two forty foot rings and three platforms, making it possible for from two to five acts to be presented at one time. There are tumblers, trained animal acts, marionette and puppet shows, dancers, trapeze artists, acrobats, tap dancers and contortionists. Former circus performers now living in Evansville coach the children and appear on the program.

Last year's performance, which played to an audience of ten thousand, lasted two hours. General admission was free, but there was a charge of ten cents for eight hundred reserved seats.

Four bands and a calliope provided continuous music. There were two hillbilly bands, a clown band and a junior band. The calliope belongs to an Evansville citizen. He had bought an old one for seven dollars many years ago and had never put it in condition. After seeing the first playground circus, he turned it over to recreation workers who made it play again.

In last year's show one hundred clowns went through their antics, and trick bicycle riders trained on the playgrounds rode everything from old-fashioned high-wheelers to modern balloon-tired models.

Five of the playgrounds had tumbling teams of eight members each, who appeared in costumes carrying out their playground colors. Dancers in colorful costumes did group and square dances and quadrilles. A ukelele club composed of children from eight playgrounds rode past the grandstands on a brightly decorated float, playing soft Hawaiian music.

Young girl charioteers dressed in flowing Grecian robes of pastel colors made graceful pictures as they rode in authentic replicas of Roman chariots, each pulled by four boys.

Famous nursery rhymes were represented, including such characters as Old Mother Hubbard, the Old Woman Who Lived in a Shoe, and Humpty Dumpty. The costumes were made by the children themselves with the assistance of the playground supervisors.

Outstanding were the papier-maché heads of well-known fairy tale or comic strip characters. Each playground constructed one or two, and included such characters as the Mad Hatter, the March Hare, Alice in Wonderland, Alley Oop and Popeye.

These heads were made by an elaborate process, and took considerable time to complete. First a wire frame was constructed in the general shape of the figure to be made. The frame then was covered with clay, and then with several layers of paste-soaked paper which when dry forms a hard shell which was removed from the clay mold. Paint was applied to the shell to simulate skin and the yellow locks of an Alice in Wonderland or the bulbous nose of Popeye. An opening where the neck should be permitted the performer to insert his own head inside the papier-maché one. One of the most unusual pairs in last year's show was Alley Oop and Dinny, one of the popular strips used in local papers. Dinny, a replica of a prehistoric dinosaur, was some twenty feet in length and required two lads to shoulder his weight and carry him along in the parade.

Youthful barkers sold pink lemonade, peanuts, popcorn and balloons.

Additional acts were provided by local civic organizations. Many former circus people donated their services.

Canvas was stretched across the unused part of the field to give the appearance of a tent. For this year's show they plan to use old canvas and pipes and build sideshows like those in the most professional of circuses.

As an editorial in one of the Evansville papers pointed out, the circus provides a way of entertaining a large proportion of the population at little expense. "But more important than the actual show," it stated, "is the fact that for weeks a thousand or more youngsters have been kept busy on twelve playgrounds practicing their acts, building ferocious animals, painting, hammering — all under competent supervision, and having much more fun than loafing in pool rooms or streets."

Here are some suggestions for the clown acts for your playground circus. They are taken from a 17-page bulletin "Suggestions for an Amateur Circus" obtainable from the National Recreation Association for twenty-five cents. The bulletin includes directions and suggestions for organizing an amateur circus with material on parades, the costuming of performers and the making of animals; suggested acts for clowns, animals and special circus artists; activities for concessions and a bibliography.

Clown Acts

The clown acts must be really funny. Train the clowns well after working out a number of acts in detail. Clowns, if too young, are apt to be silly and make this part of the show ridiculous instead of clever. Clowns, if present during the main acts, should not "steal the show," but they may be woven into part of some of the acts to add humor. They appear between acts as well as in a main act of their own in the ring.

The Village Fire Company. Clown firemen put out a fake fire in a very inefficient manner. Smoke pots or smudges may be used and a fire engine may be built on a child's express wagon. A huge paper carton may serve as a house. Toy automobiles or Kiddie Kars in or on which the

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These clowns were the cause of much amusement with their antics at a circus given at one of the 4-H Club camps in West Virginia

Recreation on a Municipal Lake

By
PAUL T. GARVER
Supervisor
Municipal Boat House
Oakland, California

Few cities are as fortunate as Oakland in having, in the heart of its metropolitan district, a lake devoted to water sports

LAKE MERRITT, in Oakland, California, is a natural salt water body connected, through a system of automatic tide gates, with the waters of San Francisco Bay. This facility permits control of the water level at all times and eliminates any tidal action. With a circumference of four miles, average depth of ten feet and a total area of 165 acres, the outstanding feature of this aquatic playground is its unique location in the very heart of the metropolitan district. Fronting on the lake are the new Alemeda County Court House, the Civic Auditorium, Exposition Building, Free Public Museum, Veterans' Memorial Hall, Masonic Temple, several churches and some of the finest residential property of Oakland. Main traffic arteries converge here, thus bringing the lake within ten or fifteen minutes' traveling time of the farthest school or playground.

Part of the lake has been divided off for the seasonal arrival of wild ducks which feed here at the city's expense. This area has been officially designated as a federal banding station for migratory wild fowl. Each season many of the birds are banded with a soft copper ring to check their migrations, which have shown a travel range between the Arctic Circle and South America.

Facilities

The recreational activities on Lake Merritt are administered by the Oakland Recreation Department under the direction of the Board of Playground Directors. Principal facilities consist of two boat houses, seven docks, three large passenger launches, twenty crew boats, thirty rowboats, fifty canoes, seven motor canoes and sixteen electric motor boats. The main boat house is devoted principally to the housing of rowboats, canoes and electric motor boats which are rented to the public. Here also is the repair shop for the maintenance of all equipment. A boat builder, mechanic and a painter are constantly employed in repairing and replacing old or worn equipment. On the upper deck of the boat house is the Sherwood Lake Merritt dining room, providing patrons with excellent luncheons and dinners and affording them an unobstructed view of the greater portion of the lake. A club room for model yacht hobbyists, with storage space for models, has encouraged this popular sport among young and old. Dressing rooms and showers for men and women are available for all crews rowing on the lake. Adjacent to the crew rooms are storage lockers

containing twelve hundred school and club crew oars.

The second boat house on Lake Merritt, known as the Canoe House, is located in Lakeside Park, adjoining the wild fowl refuge. Here the rental of rowboats and canoes is secondary to the principal activity of providing storage and mooring for private craft at a nominal charge. In the summer of 1936 the Recreation Department installed forty-two mooring posts to accommodate a rapidly growing fleet of sail boats. The lower floor of the building contains lockers for boat owners' equipment, and racks for the storage of canoes, outboard hulls and motors. The upper deck provides living quarters for the caretaker and room for picnic groups in case the weather prevents use of the fireplaces and barbecue pit at the rear of the house.

Sailboats of the Snipe, Junior Star and Skimmer classes have been found most practicable for use on the lake. A monthly program of sailing regattas offers young people and adults alike valuable sailing experience under most favorable conditions.

The passenger launches make regular twenty-five minute trips around the lake each day during the summer vacation period and on Sunday afternoons throughout the year. Passengers may board the launch at five convenient points on the shore line. Special rates are offered to groups planning a ride on the launch followed by a stop over at the Canoe House for a barbecue or picnic. During Christmas week carol singing from the launches is very popular.

The Program

The recreational program of Lake Merritt covers three major fields: (1) the pay-as-you-go activities, such as the rental of boats, canoes, storage space, and launch trips to the general public on a cost-covering basis; (2) cooperation with various civic organizations in the planning and conducting of aquatic pageants and regattas; (3) an organized program of crew boat rowing for schools, playground groups, industrial firms and private organizations.

At least two major motor boat races are held on the Lake each year. For several years the Mayor's Fourth of July Committee has sponsored a program of events which attracts both outboard and inboard motor boat drivers from the Pacific Coast area. Of national importance is the three-day series of races held annually in September and sponsored by the Oakland Junior Chamber of Commerce. In designating Lake Merritt as "the best one mile course in America" the National Outboard Motor Boat Association cites the following advantages: the officially surveyed one-mile oval course providing adequate room on the turns; a location in the geographic center of the city with ample space for all spectators (attendance often exceeds 25,000), and smooth water surface at all times. Plans have been completed to bring the national championship outboard races to Oakland in 1939 as an added feature of the Golden Gate International Exposition.

Rowing a Popular Sport

Rowing has, for many years, been a major recreational activity on Lake Merritt. It is not unusual to find 20,000 or more enthusiasts, the majority being children of elementary school age, participating each year in an organized program of crew rowing. Crew equipment consists of a fleet of twenty boats. In addition there are a hundred sets of oars stored at the main boat house by various schools, both private and public, and by several industrial firms. The boats, averaging 30 feet in length with a beam of six feet, will accommodate a crew of twelve oarsmen, a pilot, coxswain and five passengers. They have been purchased from the Mare Island Navy Yard, the Alaska Packers Company and other shipping concerns. Being of wood construction, they are seldom used as lifeboats although ideally suited for recreational use after a general overhauling and slight alterations. The 1936 crew attendance figures show a total of 21,372 participants in this most popular activity. Of this number fully 75 percent were boys and girls from the elementary schools, with the balance including high school girls, Sea Scouts and industrial crews. The fall term of the

Lake Merritt has long been a major factor in attracting national interest to the city of Oakland. Originally a part of the old Rancho San Antonio, it was included in a land grant from the Spanish Governor of California to Luis Maria Peralta in 1820. Full proprietary rights to the property were gained by the City in 1909 through an act of the State Legislature, and from this date there followed a period of rapid development. Dr. Samuel Merritt, then Mayor of Oakland, contributed much time and energy, as well as personal funds, to transforming this unsightly slough into a lake of beauty and utility. Lake Peralto was named Lake Merritt in honor of this outstanding citizen.

school year is devoted to elementary boys' crews while the spring term is reserved for girls of the same classification. In each case the rowing season is climaxed by a crew regatta which can best be described by the following circular sent to each school playground director two weeks before the scheduled race.

RECREATION DEPARTMENT
CITY OF OAKLAND

Regatta Date

The Boys' Crew Regatta will have two events:

1. Assembling and Embarking
2. Races

I. Assembling and Embarking

A. Crews will be judged on:
   1. Appearance
      a. Marching
      b. Position of oars
   2. Embarking
      a. Entering boat
      b. Shove off

II. Races

A. First Race—Experienced Crews 150 yards
B. Second Race—Second Crews 150 yards
C. Third Race—Intermediate Crews 100 yards
D. Fourth Race—Inexperienced Crews 100 yards

NOTE: The best crew of a school should be entered in the first race, providing the crew has had sufficient experience. The second, third, and fourth races are for the purpose of giving crews experience in a regatta.

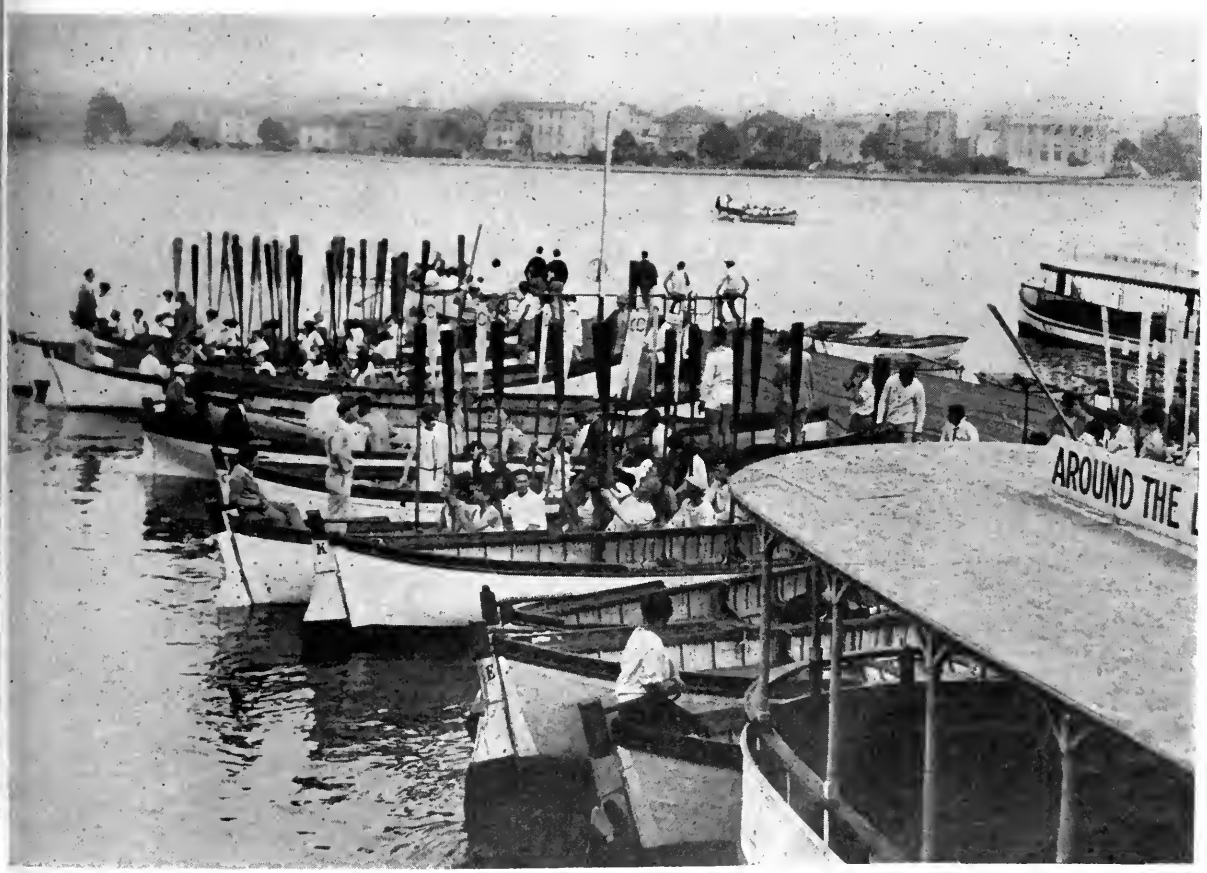
III. Rules Regarding Each Participant

A. Children convalescing from illness shall not participate.
B. Each child shall bring to the supervisor before the Regatta written permission from his parent permitting him to participate in the race.

IV. Rules of the Race

A. Each boy will row or coxswain one race only. The results of each race will be final for that group. In case of a tie the tie shall hold.
B. The playground supervisor shall sit in the bow of the boat. He shall not give any signs or motions to the coxswain during the race. In case a question of coaching arises the judges will eliminate the boat.
C. The start of the races will be from the main float, and crews will row directly east.

(Continued on page 262)



Courtesy WPA

New Outdoor Theaters

EARLY IN 1936 work was begun on a WPA project involving the erection of an open air Greek amphitheater at California Junior College, San Bernardino, sponsored by the trustees of the college. The project, which was completed early in 1937, has made it possible for the college to hold large gatherings in comfort outside. During the hot summer months when the college is not in session the theater will be available for many community gatherings.

The cost of the structure which gave employment to thirty men was slightly in excess of $18,000. It is 240 feet in length and has a seating capacity of 2,400, covering about 3,600 square feet. The work included 1,160 cubic yards of excavation, 960 cubic yards of fill, 415 cubic yards of concrete, 600 lineal feet of drainage fill, and the installation of 72 lighting units.

A second outdoor project promoted by WPA involved the construction of an open air theater in Pastorius Park, Philadelphia, a fifteen acre plot in a suburban section under the jurisdiction of the Fairmount Park Commission.

The turf stage of the theater is fifty feet long by forty feet deep. The "wings" are of hemlock hedge, so arranged with appropriate openings to permit the players to enter and retire without exposing the "dressing rooms." On either side are a group of three cedars twenty feet high, rising from clumps of dogwood, rhododendrons and other shrubs which serve as a screen for the player offstage. Grouped in back of the stage are large dogwoods, pines and a thirty foot flowering locust in the center. A hedge of prostrate yew in front of the stage forms a screen for the footlights. Outlets are installed to provide proper lighting for night performances.

A reflecting pool, fed by a natural spring, separates the stage from the "orchestra pit" which is five feet beneath the stage. Stone bridges on either side of this pool provide entrances to the stage from the theater.

Radiating, fan-shaped, from the orchestra pit is the theater, laid out on several turf terraces, which are connected by stone steps. A low evergreen hedge marks the background or "gallery," with a dense plantation of deciduous and evergreen trees beyond. The theater has a standing

(Continued on page 263)

Hobbies and Homes

Radio Talk, Parental Education Series, University of Michigan

By WILLIAM G. ROBINSON
District Representative
National Recreation Association

IN THE Museum of Natural History at Pittsburgh are mounted groups of polar bears, Rocky Mountain sheep and Big Horns—magnificent specimens in natural settings, attracting thousands of visitors to catch a glimpse of the wild life of the north and west of this continent. Recently I sat in the library of the man who killed these animals, watching moving pictures he had taken of the scenes of the polar bear hunts. His home contains skins and heads as other evidences of his skill. He is a prominent lawyer of an eastern Ohio city. His wife told me that many of their winter evenings were occupied in planning his trips for the next year, that their son has accompanied him on some of these trips, that the big game hunting had developed from a boyhood love of the out of doors and of hunting squirrels and rabbits, and that long ago he had ceased to kill except for such scientific purposes as the museum groups, and that much of his hunting was now done with the camera.

Collecting Things

Another evening in a friend's family occurs to me—the scene, when I called, of father, mother and the two children gathered around the dining room table sorting out a new lot of stamps that had just arrived, classifying them by country and denomination and date, and calling each other's attention to unusual designs or to historic events commemorated.

Collecting is a hobby that extends from stamps to big game hunting, that may include everything from the small beginnings of the dolls of all nations, belonging to a young girl of my acquaintance, to Henry Ford's inclusive collection of means of transportation exhibited in Greenfield Village.

Creating Things

On the desk of a superintendent of schools whom I visited not long ago stood a vase with one of the most beautiful roses I have ever seen — perfect in its burnished golden color, its straight, firm stem and its close, shapely petals. Admiring it, I learned it was from his own garden, that flowers were his occupation and interest, outside of school, that all his family spent hours, not only in the care of the garden but in planning it.

The basement of another friend of mine has a work bench along the whole side—power machinery for turning and sawing, shelves and hooks with tools neatly arranged. His two boys work with him many evenings and holiday hours. Model boats, model airplanes, inlaid tables, handy brackets for the bath room and shelves for the kitchen—this home is full of examples of the skill and workmanship of the family group.

In one neighborhood I know friends have commented on the delightful music that comes almost nightly after the dinner hour from a family of five, each of whom plays an instrument.

Making things — music, gardens, copper lanterns, model trains, radio cabinets, costume jewelry, landscapes, photographs — is one of the great fields of hobbies.

All of the intense interests that we commonly classify as hobbies can be included, I believe, under collecting or making. They have many common characteristics. In the first place they cut across age groups; any real hobby interest may be followed by youth or age, man or woman. Their possibilities develop with increasing age. They afford opportunity for wide and varied study, for unlimited development of skills and insights, and frequently for high qualities of invention and creation.

A True Hobby is Personal

I do not think of those activities that require a group or team for their expression as hobbies. A true hobby is a personal, intimate matter, capable of enjoyment by oneself, to be shared only with a few kindred souls from time to time, with the family or the group organized around a common interest. All the examples I have given include the family in their expression and few influences have greater power to keep a family united than a hobby. From the standpoint of child development there is no more natural plane on which to build such qualities as affection and control and

concentration than on a hobby shared by parent and child. A hobby cannot be forced on one, even a child, but how naturally the child whose father loves to fish becomes a fisherman; how often the youth loves poetry because of the evening hours of reading aloud around the fireplace; how often the knack with tools we sometimes call inherited is really just the result of hanging around Dad's work bench.

Riding a Hobby

There is much justification for the derivation of our word hobby from an old word for horse. The little child is fortunate who has a hobby horse to ride; the grown up who has a hobby to ride. Horseback riding is great fun and exercise at all times of the year, at all ages of life, and in all kinds of country, rugged as well as flat; it is more fun off the crowded thoroughfares of life. So with hobbies.

The horse we ride belongs just to us, for the time being anyhow. We have to manage him or perchance be run away with. We can select our own as to size and color and spirit, or decide on none. Once mounted, however, the real horse and horseman become identified in the breath-taking gallop over fields and hedges, or the gentle walk on country road. Even so we may ride a hobby, as a quiet and refreshing interval in duties, or an absorbing adventure crowding out all lesser interests. For hobbies may run away with one as well as horses.

One other likeness I hope is not too far fetched. A horse must have a place to live—a barn. Few structures are more forlorn than a garage made over from a barn—a barn without a horse. Equally forlorn to me is the home without a hobby. Isn't it the hobby that gives the house the distinction that makes it a home, the distinguishing feature that impresses you when you enter the door or even before that when you enter the gate if there is a garden? One friend of mine has a hobby of collecting Currier and Ives prints; his wife's is old American glass. A law school professor of my acquaintance collects and makes model sailing ships. My own boy has got us all interested in moths. I needn't mention tropical fish as a possibility. Beautiful needlework is not as common with us as with our grandparents. Some homes may show the varied hobbies of the family—the violin case in the corner; the beautiful dahlias on the table; the clay model on the mantel, or the artistic photograph on the wall. Where else can collections, pets and crafts be housed than in the home? Somehow or other I am inclined to insist that the real home must shelter a hobby as the real barn shelters a horse.

We can never be sure where a horseback ride may take us. Nor a hobby. The man who knows more about the cliff dwellers than anyone else on earth is a hardware merchant in New Mexico with whom archeology is a hobby. Photography started as a hobby with George Eastman when he was a young clerk. We all remember reading very recently of the discovery of a comet by a garage mechanic, an amateur astronomer. Flying was a hobby study of the Wright brothers while they made a living from a bicycle shop.

Howard Braucher, Secretary of the National Recreation Association, in a recent editorial in the magazine RECREATION said, "Great as has been our waste of natural resources in land, and coal and oil, such waste is small compared to our waste of creative craft capacity in men and women, for adding to the beauty of the world. Culture is not a matter of words and sounds alone. The hands may speak also, may convey messages, may reveal thoughts and emotions too deep and too sacred for careless easily uttered words. Out of the depths of a supposedly inarticulate person may come a message, sculptured, carved."

"In the glamorous days of Merrie England when Geoffry Chaucer, the Father of English poetry, was writing his magic verse, a horse was often called a *hobbyn,* and as time moved on apace and the language was improved, this was changed to *hobby.* The *morris dance* was a great favorite in those pristine times and it was executed in pageants, pantomimes, at festivals and the like. The dancers wore the fancy costumes of Robin Hood, Maid Marian and other legendry characters, and there was always one of them who essayed the role of the *hobby-horse.* This *animule* consisted of a small dummy figure of a horse through whose body was a large hole; the performer slipped this figure over his own body and fastened it to his waist. As he pranced and cavorted around he was apparently riding the horse, but, as a matter of precise statement, the horse was riding him, all of which provided no end of merriment. From the antics of this burlesque *horsey* came the colloquial expression *riding a hobby,* which has come to mean the act of pursuing some object without apparently achieving any useful purpose." *A. Frederick Collins in How to Ride Your Hobby.*

The Rewards of Hobby Riding

But whether the hobby makes a contribution

(Continued on page 263)

Handicraft and Recreation

By DR. ERNST HARMS
Baltimore, Maryland

This brief discussion of the psychology of recreation, particularly the analysis of handicraft and its therapeutic values, will be of keen interest to recreation workers who are eager to understand the reasons and motivation back of some of our recreational activities.

IF WE CONSIDER the word "recreation" in its truest sense, it means more than merely a way to fill up the leisure hours everyone has or should have in a life full of work. Recreation in its proper sense means that there is something to recreate in our being which, in the hustle-bustle and intense energy expenditure of our machine age, cannot be found in the natural means of sleep, food, rest or vacations. Modern living injures something in our existence that needs a kind of curing and healing, a kind of therapy, in our unhealthy everyday life. It is for this reason we need recreation.

Fortunately, most of us still have a natural, well-conditioned feeling that we do need such a recreation therapy. After hours clerk-stool workers hurry out for fresh air, walks or sports; those who have overused their bodies want some mental or esthetic exercise in their free time. We have an elementary propensity to find an equivalent for our one-sided professional life. Most recreational therapy, however, whether it arises from personal impulse or social guidance, is highly unconscious, unscientific and unsystematic. Consequently, all these well-meaning attempts do not have half the success they could or should have. We need a systematic and scientific recreational therapy which not only looks to certain individual desires for external joy and amusement, but which is able to rebuild and recreate the physical and mental deterioration from which most persons suffer today. It will be long until such a real and adequate recreational therapy will be created.*

Our peculiar need is to develop in the public and in social spheres a special interest in this problem, by making the fundamental problems known and discussing them. One of the most important of these aspects for a discussion of the psychology of recreation I believe to be that of handicraft.

Handicraft as Genuine Recreational Therapy

Interest in handicraft has been happily increasing in the past few decades. However, what usually is done in or understood by handicraft is hardly in accordance with the forms that should be developed for the task of a real recreational therapy.

By handicraft today we only mean either such things as Indiancraft and applied and decorative arts, or the playcraft of our youth in the inventor-age with its continuation in utility craft forms. That handicraft, however, which could be of influence and which is of the greatest importance for the evils of our social situation, is of quite another form. It should be a serious social principle which could contribute much toward regaining the social equivalence we have lost under the unsound and unbalanced technocratic system of modern civilization. One of the most valuable effects of the social successes of such a real handicraft culture would be that of the conception of recreation which is offered here.

The importance of handicraft in this wider conception lies in the influence working with the hands and all forms of manual doing have upon human nature itself. Some time ago a clever English psychotherapist tried to introduce knitting and needlework among the English nobility as a medicine against mild forms of neuroses. This treatment was based on an insight into the real recreational value of handicraft. Such an insight, unfortunately, is very seldom found today. Handwork is regarded more as a mere "doing with the hands" and a "making" of this or that. There must be at first a very simple mental and psychic concentration, far simpler than that required for reading a scientific book, a task too difficult and psychically disturbing for many people. Simple concentration, however, is a very important element in all mental calming and in every recreation. But this is only a first element. All handicraft activity has to do with some esthetic and especially rhythmic elements.

It is really tragic that today we are unconscious of the importance all rhythmical processes have in daily existence. Our heart has its beat; we could

* What W. R. Dunton offers in his book called "Recreational Therapy" is not identical with my use of this expression. Dunton gives only an outline for the use of physical culture and sports for the inmates of hospitals for mental diseases.

not stand upright without a sense of balance; our whole body is built on symmetrical lines. For primitive peoples recreation was and is, therefore, a necessity for the wonderful flowering of the "folklore" arts which were as necessary for these people as bread and water—and they were brought forth in answer to a human need. The greatest part of our corresponding activities today is not directed by this human necessity, but by the economic interests and processes which have built up our modern industrial and mechanistic civilization. Even modern arts in applied forms, as well as in individual fine art creations, are today conceived more along sociological and "civilization" lines than along esthetic lines which correspond to the esthetic ground-forces of human nature. The simplest piece of needlework or woodword demands a creative effort for its very existence. We answer this esthetic and self-forming need of our being by doing such work.

A further point is that of the adaptation and re-accommodation to reality. To deal with this problem alone would require an entire book. It might almost be called the ground-principle of all our prevailing civilized activity, to replace the work of the human hand by machine or technical means. And in addition we desire a mass production in which each unit shall be as cheap as possible. Both together have this result: the individual is only to a very small extent brought into a concrete connection with all the things that compose his life-environment and his own creative activity. And so no one has the concrete relationship to reality which earlier men had. This relationship not only produced far greater values, characteristic of all earlier cultures, but also the greater mental strength and the undoubtably greater mental health of earlier centuries.

The earlier man, who himself did all things he needed for his life, also had a greater practical knowledge, a better wisdom, concerning the world about him and his relationship to it. This does not mean that we should advertise a "retournons a la nature," give up all values of our civilization, produce fire by friction, make all our own tools, measure time by the sun, and do away with automobiles, railroads and the telegraph; but that we should find equivalences for this all-too-necessary orientation in *a modern educational* way. We believe science can give us all necessary knowledge, but this is only an abstract and intellectual gift. A real, practical knowledge of life cannot be gained through science alone.

There is, of course, little credence in the belief that only through handicraft can such a knowledge be won, especially through such aids as can be truly called therapeutical. Yet the necessity of having a real intercourse with the materials of our life-world, with wood, stone, metal, cloth and thread, certainly gives a sounder relationship to the whole of the civilized world than does mere second-hand reading. And to learn and practice the art of measurement; to be forced to exactness in the production of this or that object; to practice repetition and reproduction in handicraft activity, such as knitting a gown or carving a tool—these give a definite connection, a "sympathy," with all similar processes in the environmental world.

In this respect we learn great things by doing small things. Whoever has trained himself to exactitude, punctuality, eye-measuring and other skills in the handicrafts, will exhibit the same qualities in the wider spheres of life. He will be more certain in his knowledge of distance and time. He will be more prompt and will recognize many things which had been unknown or uncertain to him before. One cannot stress too much the tragic influence life in our technical and over-industrialized world has on the mass neuroses and other mental ailments of our time. The sound mind needs a concrete relationship to its environment. Without this, insecurity and anxiety create mild or even serious mental diseases. Everyone knows of the humorous types among modern professional women and borough chairmen. These and many other social-abnormal traits of our age, we usually take as curiosities; however, from the psychopathological point of view they are unhappy results of our whole civilization. They must be counterbalanced by a kind of recreation for which the best remedium seems to be a truly developed handicraft education and handicraft culture. Everyone has these traits, even if he believes they are the peculiar possession of his neighbor. Nevertheless, everyone *feels* that he needs some equivalences. Indeed, it is this very unawareness of actual causes that makes it so difficult to recognize the beneficial elements of this recreation therapy.

The Practical Side

Of course, this large field cannot be treated more thoroughly in such a brief article. All that can be done is to add a few paragraphs about that

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Where Night Is Turned Into Day

The only way of lengthening the day, some one has said, is to steal a few hours from the night. The Recreation Department of Decatur, Illinois, has done exactly that!

By CHARLES K. BRIGHTBILL
Superintendent of Public Recreation
Decatur, Illinois

SOMEONE has said that the only way of lengthening the day is stealing a few hours from the night. The Decatur, Illinois, Recreation Department has done just this.

Back in 1935 the city's recreation officials saw the need of lengthening the hours of play. The necessity for meeting the increasing demand for recreation with limited facilities was a real problem. The city sought to solve this problem by extending the day through the artificial lighting of its recreation areas. This was not a new idea but with us it proved a real solution. When the first set of lights was installed the recreation program was financed through the Community Chest and through contributions from the city, park and school boards. (Decatur has since voted for a permanent recreation system.) Funds for any additional developments in the way of facilities had to be secured from all who cared to share in what was to be a profitable investment—dividends in happiness and satisfaction!

The first ground was lighted as an experiment. Donations were received from industrial fellowship clubs, from the police and fire departments who put on an annual baseball game to raise money, and from dads' clubs. Labor for the erection of the lights was supplied by the city. A real transformation was the result. Boys and girls who had previously loafed on street corners or park benches took an active interest in the program, and men and women from industry joined adult baseball and volley ball leagues. The entire neighborhood showed a new spirit.

This experiment proved only the beginning of our lighting program. Not satisfied with one accomplishment, the officials in charge launched a definite program to achieve the lighting of all the grounds in the city in a certain period of years.

The following summer four more playgrounds were lighted, three of them in cooperation with the local school district. By this plan the schools and the Recreation Department shared the cost of purchasing the equipment, with the understanding that the schools would use the lights for their

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The lighting of play areas makes folk dancing at night possible

You Asked for It!

Question: *My supervisor wants me to promote leagues but my boys don't want to be bothered with regular teams. They prefer to "pick up sides" and there are always just enough on the playground at one time to have two teams. Can you offer a suggestion?*

Answer: More power to your supervisor! He has the right idea. He probably could tell you how to run leagues but maybe he is trying you out just to see how resourceful you are. You will please him and your youngsters and throw out your chest if you successfully organize several leagues. It can be done. Try this plan. Select four leaders. Explain that you want to try out the league idea and get them to promise to help. Supply paper, pencils, and a list of 40 or 50 names. Hold a drawing. Number 1 picks a player, then number 2 takes a man. So do 3 and 4. Now permit number 4 to pick another, then number 3, 2 and 1 make selections. Give number 1 first choice on the next round and continue until every man has ten or twelve players. Now arrange the schedule for a round or six games. Explain that captains will hold daily meetings and that each can add new names and that players can be traded (big league stuff) with the consent of the other captains. If the league has been successful and the players have enjoyed the games the teams will soon have too many players. Here is your chance to multiply by dividing! Select two, or preferably four more captains (don't be afraid of skeleton teams) and set up more teams either as an eight team league or two four team leagues. With good luck and good management you will soon have a good many teams playing in leagues.

Here are a few helpful hints

1. Use score cards and see that line ups, substitutions, goals, fouls, scores or hits are kept with accuracy. Preserve these cards. Post team standings regularly.

2. In the early days permit a team which is short of players to fill out with non-team members. A good rule is to have the opposing captain designate the "fill in" players.

3. Have boundary lines, or foul lines clearly marked. Chalk or whiting will do indoors. Outdoors a mark can be scratched with a pick or a large nail.

4. Make it a rule never to umpire or referee. Train your officials, including score keepers and timers, at special meetings.

Question: *On hot summer days our attendance falls off because the youngsters go swimming. How can playground workers meet this problem?*

Answer: We are told that when the mountain would not come to Mohammed he went to the mountain. Can you blame your youngsters if they prefer to splash in cool water instead of playing on a hot playground? Isn't swimming just as beneficial as anything they might do on the playground? Why not arrange to go with them at appointed times? (Of course you will get permission to leave the playground.) If you help them enjoy their swimming hour they are likely to come to the playground for other activities. Hot weather, rainy days, and counter attractions should be regarded as a challenge to your resourcefulness.

Question: *Volley Ball is not popular with the people in my neighborhood. I like the game and want it to become a regular part of our program. Please advise me.*

Answer: Two suggestions come to mind. First, as to equipment. Keep your court neatly marked. Have a good ball available at all times. Keep the net in good condition and tightly stretched. This is important. Second, to stimulate interest in Volley Ball you might break the game down to its elements and run contests. Serving for distance. Serving for accuracy — draw squares on the ground and try to hit a given square with a served ball. Put groups of five on one side of the court

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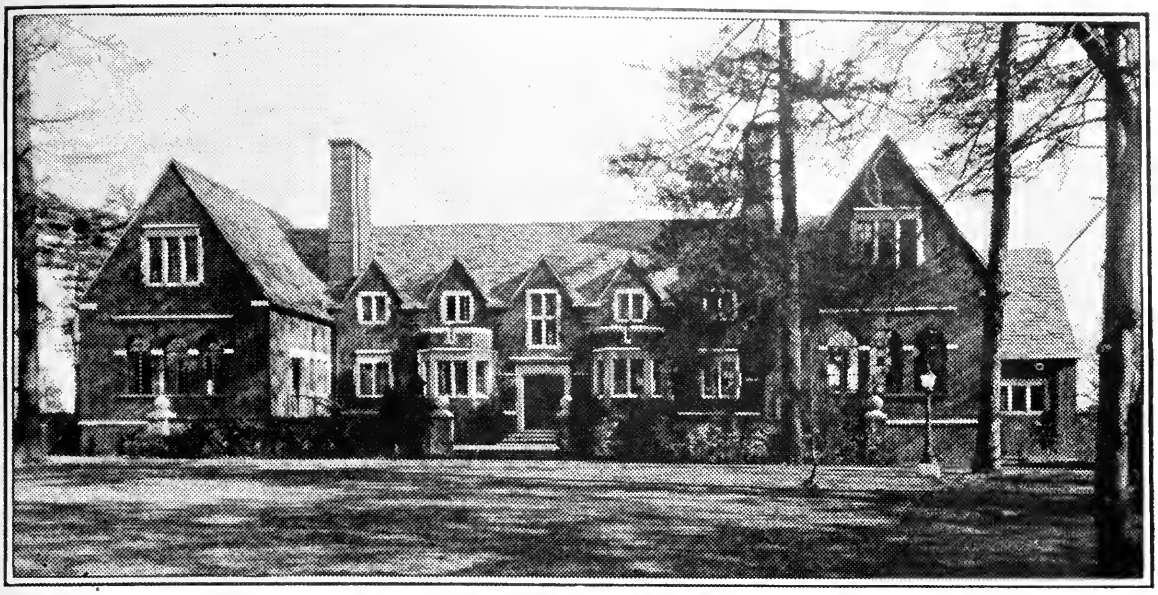
With this issue we are initiating the plan of publishing a Question and Answer page in RECREATION. L. C. Gardner, Superintendent of Wesley House, St. Louis, has started the ball rolling by sending us the material we are presenting in this issue.

The page is an experiment, and it will not be successful unless readers of the magazine give us their hearty cooperation. Write us about some of the questions which are troubling you and we will try to secure answers from those who have faced similar problems.

Let us make this page one to which readers will look forward each month.



A Community Goes Vacationing

By CAROLYN NICE

WE IN MOORESTOWN made the same mistake that so many small and semi-rural communities have made when we attempted to imitate the city playgrounds in our summer recreation program. I blush to say that until last year we even called the summer program a "playground program," and we deliberately and inexcusably closed our eyes to the possibilities of our peculiar assets, and failed to realize that in our own backyards and the warm welcome of our cedar woods and lakes we had the equipment for a particularly happy summer! What need to copy the routine necessary to urban areas when we could look about us and see opportunities for a far richer program? In the hope that our experiment in Moorestown may prove interesting or encouraging to those who are faced with similar problems, I am presenting a brief summary of the summer experiment of 1936.

A few miles from Philadelphia, on the New Jersey side, Moorestown spreads her population of 7,500 along five miles of old King's Highway. For any kind of social activity the town must be considered in three distinct sections. Lenola, separated from the town proper by a mile and a half of farm land, is a cluster of small bungalows occupied by people attempting to own their homes. Their struggle is not only financial but cultural as well. The Negro population of some 700, literally "across the tracks" to the north, is made up largely of a group independent through Moorestown domestic service and eager for recreation. Moorestown proper has its 4,000 typical small town home owners and house renters with the expected diversified interests. Culture and wealth have more than the usual representation in a large group of beautiful homes and estates whose owners contribute materially to the welfare and character of the town.

Perhaps we may be excused for being unduly proud of one of the finest and most beautiful community houses in the country, a gift from one of Moorestown's citizen friends. A rambling red brick house of Old English architecture gives Moorestonians access to a perfectly equipped gymnasium, swimming pool, library, rooms for games, club meetings and a nursery school. On the surrounding grounds are tennis and quoit courts and a play area. In their own offices in the building trained social workers and visiting nurses are accessible for family or individual consultation and service — and we are learning to use them all. Supplementary centers in Lenola and the colored section provide game and club rooms, and each section has its own ball field. Within a ten mile radius of the town, acres of pine woods, lakes and perma-

Miss Nice is Director of Girls' Activities at the Moorestown Community House. The program she describes here was carried on under her leadership and that of Charles Juliano, Director of Activities for Men and Boys.

nent camp sites offer places suitable for picnics, hiking and overnight camping. Moorestown's proximity to seashore resorts and metropolitan attractions makes a vacation recreation group an ever-changing one.

No one would have discovered, in the simple summer set-up for 1936, any trace of the artificial 1935 program. The plan read like a grand summer holiday for the entire community. One glanced down the page to find handcrafts on Mondays and Wednesdays—two hours without interruption to draw, carve, paint, saw and hammer. Alternate days held promise of cool swims for every child, free of charge, where even the most timid might learn to keep afloat. Tennis, the completely summer game, had its intricacies demonstrated and taught in the early afternoon. And the gymnasium offered space enough for everyone to try tap dancing later. An hour of story-telling, with its sequel of story play, meant dress-up fun for little girls. The spell of baseball held a summer's entertainment for all the boys, with leagues in all parts of town and a field within easy walking distance. This promised twilight diversion for girls and parents half the evenings of the week. A beach, a lake, a lunch and a hot summer day—who doesn't love a picnic? Picnics for everyone, with the weather man under contract for plenty of sunshine! Caravan trips for all day at camp, or overnight camping in the pines beside a lake promised a weekly specialty for the Girl Scouts, while the boys were booked for a trip to see the "Phillies" play.

Handcraft Had Its Enthusiasts

The program was not mere pleasant reading; it worked! A crowd waited impatiently for the opening hour of the handcraft period each day and trooped in, intent upon the unfinished work or eager for a new project. From simple forms of craft work which each child did as a prerequisite to the more difficult and expensive pieces, interest and endeavor ran high. From the beginning of a design on paper until the last nail was pounded there was rarely a lapse into indifference.

There were things for the children to make for themselves, and there were articles to be made for others. The major part of the handcraft allotment of $40 went for tools, paint, nails, glue and shellac. A very small percentage bought materials, yet 250 children made 550 articles during the summer, and all of them went into use! Materials were literally picked up— scrap copper, lead and tin from a local plumber at a nominal cost; wood from packing boxes successfully camouflaged with paint; ordinary window lights for silhouettes; serpentines for colorful ash trays and coasters, and scrap leather for belts.

In the Pool

In the pool the water sports were as popular as they always seem to be. The tiniest of the tiny tots stepped off the bottom step to find her nose submerged under two inches of blue water, her eyes showing round and surprised above it. Nothing daunted, she persevered until the dead man's float and swimming the width of the pool were mere preliminaries to the day's lesson. Some forty odd children under eight years of age swarmed into the pool the first period each morning, girls and boys on alternate days. With junior life savers as assistants for the more timid, every child managed to overcome fear of the water and do at least the dead man's float, while the majority really learned a stroke that would carry them across the pool. There was also an hour for the eight to twelve-year-olds and special advanced lessons for the junior life savers.

Irresistible Rhythm

The rhythm of music for many youngsters was expressed in bodily movement, in the interpretation of phrase and time through dancing. From Mary Ann who had just turned three to fourteen-year-old Sally, seventy rhythm-minded youngsters tapped through a summer of "Polish Your Shoe," "Rubber Legs," "Turkey in the Straw," and "East Side, West Side." For a thorough enjoyment of the rhythm of popular or folk tunes, tap, clog and soft shoe dancing offer an activity that has no substitute. More than that, it is fun—and what better recommendation could there be?

Baseball in All Kinds of Weather

Even the hottest afternoon did not discourage the tennis enthusiasts. With determination they swung their racquets through lesson practice and match games. Baseball, the all-American game, would spring to life on the ball field even on a hot summer day when one boy appeared, bat and ball in hand. In five minutes the game was well under way. Twilight ball for the men was nearly as spontaneous and drew all the non-playing neighborhood to cheer, advise and console the teams. Every evening found games of softball or hard

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"Batter Up!"

Milwaukee has held its first baseball school, and the story of this interesting venture is full of human interest

Courtesy Ohio WPA

"BATTER UP!" America's great national game gets under way again . . . in backyards, on sandlots, in imposing and costly metropolitan stadiums. It begins, too, with new zest for Brooks. Brooks is eight — or rather eight and a half to be exact and as full of up-and-at 'em as any boy in Milwaukee's classrooms or its playgrounds. "I can't understand him," said Mother Boyce to Brooks' dad when he came home that evening. "He positively refuses to comb his hair or let any one touch it. What do you suppose has gotten into him?"

It came out when dad questioned him.

"So even though you weren't old enough, Don Dyer took you to the opening of the Municipal Recreation Department's new Baseball School? . . . . u-m-m-m, I SEE!" Hadn't he been one of the 300 boys who sat with goggle eyes and mouths like O's in the social center school gym watching Fabian Gaffke show how he gripped his bat, how he stood in the batter's box and took a cut at that white pill that Lefty Grove whizzed over the left corner of the plate? "Gee, Dad, you shoulda seen 'im! He's with the Boston Red Sox now . . . . they took 'im right from the Milwaukee team!! Gee, *you shoulda seen 'im!*" And the movies . . . Lefty Grove, Wes Ferrell, Lou Gehrig and all of them! And wonder of miracles, as Gaffke finished answering the dozens of eager questions from all over the gym, didn't he come right off the platform and sit plunk down beside Brooks to watch the movies himself. A never-to-be-forgotten moment—a hero-dream come true!

Then Mr. Dyer had said they would have to leave, even though it was not over. Leave? Leave that precious seat? Mists had come to those brown eyes, and he'd tripped going down the aisle as he vainly kept his head turned in an endeavor to keep his hero in sight. But wise assistant director that he is, Don Dyer had glimpsed that furtive tear on the wet lashes as they had passed through the door, so he stopped and said, "Brooks, don't you think you'd better go back and tell Gaffke goodbye?" Glory be! With heart pounding like twin trip-hammers and cap twisted in twitching fingers had he not gone back through that crowded aisle and stammered a "Good luck, Mister Gaffke, an' —an', an' I hope you make good with the Red Sox!" And had not that big barrel-chested fellow with an understanding heart as big as a ball park grinned a wide grin as he reached over with a paw the size of a small ham and ruffled the hair of the eight-year-old touslehead? "Thanks a heap, son; I'll do my best for you!" he said.

"Would YOU comb YOUR hair, Dad, if he'd done that to YOU? *Would* you now?" Brooks wanted to know . . . . no common ordinary comb was going to profane THAT touch; not *much!* "A comb can't get through a halo, Margaret," said Mr.

Boyce to his wife afterward. And it didn't for three full days!

Teach baseball to boys? Teach fish to swim? Well, nearly 4,000 youngsters like Brooks voluntarily attended the indoor sessions one afternoon a week for three weeks in four different social centers, one in each quarter of Milwaukee. They gaped at their big-league teachers who were doing their bit for American boydom before leaving for their spring-training trips; they asked a thousand questions "When do you get up in the morning?" "What do you eat?" "Will you really see Dizzy Dean?" "How do you train?" "What signals does your team use?" Milwaukee natives, these big-leaguers with a zest for kids and a memory of their own back-lot boyhood took it swinging! Chet Laabs of the Detroit Tigers, Jack Kloza of the Milwaukee Club, George McBride, former manager of the Washington Senators, Steve Cozington, former Chicago White Sox player, Lou Nahin, Vice-President of the Milwaukee Club which last year furnished the baseballs for over seventy-five "kid" teams in the new school-boy "Stars of Yesterday" league, with each team named after a popular Milwaukee team player, they took it and liked it!

Then, after those three weeks, came the outdoor sessions of this interesting baseball school originated by Gerald Muller, one of the Departments recreation directors. These, under the direction of Bunny Brief, former third baseman for the "Brewers," ran until June, when the one hundred teams forming this year will swing into league action—over 1,200 boys playing the good old hard-ball baseball on regulation diamonds in four sections of the city! Brief, engaged by the Municipal Department for the season, ran these leagues following the eight weeks of "lessons." "Professor" Brief used the method of teaching the boys as they play, showing them how to play all the positions, illustrating the rules of the game, building into their very fibre the enduring qualities inherent in true sportsmanship. On rainy days the field house provided the natural place for "skull" talks and blackboard illustration. Before "school" was out the boys had instruction in the following:

CATCHER

1—How to size up batter
2—What pitches to call for
3—Watching men on bases
4—The throw to a base-pitchout, etc.
5—How to field bunts
6—How to study a pitcher
7—Backing up throws to first and third
8—How to tag runners at the plate

PITCHER

1—How to size-up batter
2—How to hold runners on bases
3—How to field bunts
4—Backing up throws to the infield from the outfield
5—When to back up the catcher on plays at the plate
6—When to cut off plays from the outfield to the catcher
7—How to cover first base

FIRST AND THIRD BASE

1—How to tag the bag
2—Position with no one on base
3—Position with men on base
4—How to field bunts
5—How to tag runners
6—Where to throw the ball with men on base
7—How to assist in running down men trapped between bases
8—Holding men on base
9—The outfield relay throw

SECOND BASE AND SHORTSTOP

1—Position of fielder with respect to type of batter
2—Where to throw
3—Holding men on second
4—Taking the catcher's throw
5—How to tag the runner
6—Double plays
7—The short outfield fly
8—Outfield relay throw

OUTFIELD

1—Playing the hitter
2—Judging the fly ball
3—Starting with the hit
4—Throwing after the catch
5—Where to throw on a clean hit with men on bases
6—Where to throw after a catch with men on bases
7—Backing up, infield and outfield
8—Relaying the ball

BATTING

1—How to grip the bat
2—Stance at the plate
3—The swing
4—The bunt
5—Hitting behind the runner
6—The sacrifice hit
7—Hit-and-run play
8—The squeeze play

NOTE: The Athletic Institute, 209 South State Street, Chicago, issues a number of bulletins of interest to recreational groups in teaching boys the techniques of baseball. One of these is entitled "How to Conduct a Baseball School."

"You're On the Air!"

A presentation of some of the values of radio dramatics in the recreation program

By RICHARD D. ALTICK
Lancaster, Pennsylvania

UP TO THE present time, the uses of radio in connection with recreational activities have been mainly of two kinds: first, broadcast programs of various sorts—musical features, talks on special subjects, and programs which have been utilized in connection with recreational projects along similar lines of interest; and secondly, programs provided by recreation departments for the encouragement of the widespread interest which exists among boys in the technical aspects of radio transmission and reception. But little has been done in another fertile field—broadcasting itself as a leisure-time activity.

There are many persons, both youths and adults, who are greatly interested in radio, which they look upon (and rightly so) as sharing the romance and glamor which have traditionally belonged to its older cousins, the theater and the newspaper. They desire a more intimate acquaintance with, and if possible even participation in, the process of broadcasting. As an adequate outlet for their interest, as well as a refreshingly new activity for established leisure-time drama groups, amateur radio dramatics is filled with fascinating possibilities.

As is well known, many great figures on the legitimate stage have turned to the radio as a new and challenging dramatic medium, and many established playwrights have found in broadcasting welcome freedom from the physical limitations of the stage. Mr. Archibald MacLeish's recent experiment in radio drama, *The Fall of the City,* has suggested the vast artistic possibilities existing in the new playhouse in which the microphone is the only visible audience and the array of sound-effect devices the only properties. The group which is found in every city, town, and hamlet, putting on plays for the sheer joy of play-acting, will find radio dramatics of the keenest interest. There are no problems of stage-setting or lighting; no wearisome hours spent in working up the proper gestures and actions; no hall to hire, no tickets to sell. The attention of the entire group is centered upon the single requisite of radio drama, which is, after all, the essence of all drama, the effective use of the spoken word.

Mr. Altick has for some time been associated with amateur radio dramatic work, first as the founder and director of a successful radio little theater composed of college students and young business men and women, and later as a member of the staff of a broadcasting station. His experience has convinced him that the recreation program of any community which has access to a broadcasting station can be greatly enlivened and enriched by provision for radio dramatics.

Advantages in Radio Production of Drama

In addition, because radio not only eliminates the visual side of the drama—scenery, properties and action—but also makes memorizing unnecessary, the company is relieved of the monotony which often creeps into even the most enthusiastic amateur enterprise as long weeks are spent in the preparation of a single evening's entertainment. Radio makes it possible to work on a new play every week, or even oftener if circumstances permit, and the company's repertoire and experience can be enlarged indefinitely. One week the play may be a farce, the next a serious problem-piece, and the next a light romance; the variety is infinite, hence interest need never lag.

Again, radio makes it possible for the first time for handicapped groups to present finished dramatic programs, since crippled children or adults, for example, can produce as polished a broadcast play as any normal group. Nor are there any financial worries in radio dramatics — for there are no expenses but the cost of scripts, and even this may be eliminated, as will be noted in a moment.

The great success of such national dramatic programs as the "Lux Radio Theater," the "March of Time," and the popular serial stories has made radio stations everywhere more than eager to schedule

local dramatic features. Station managers are delighted to extend their facilities to amateur groups of this sort, since the regular presentation of dramas makes it possible to replace "fill-in" programs of records or transcriptions with "live talent" features of great listener-interest, and cultivates the good will of the community, without which no station can flourish.

Some Technical Considerations

Radio drama has, of course, different script requirements from stage plays. Action can only be suggested, either by spoken lines or by appropriate sounds, and brief explanatory comments may, if necessary, be added by the announcer or narrator. Amateur radio groups may obtain their scripts from two sources: they may either secure them at a small fee (usually two dollars for a half hour script, royalty free) from reliable firms in the large cities, which have thousands of plays from which to choose, or write them themselves.

The latter method was used with outstanding success in the company with which the writer was associated. During the summer of 1936 it presented "Headlines on Review," a series of dramatizations of memorable events from the news of the past, done in the manner of the "March of Time," with authentic material culled from the files in the morgue of the local newspapers, and later a serial dealing with the adventures of a sprightly girl, Jane Jarrett, and her friends. The fate of Jane was determined from week to week by the players themselves, who, after broadcasting the current week's episode, sat like the gods on Olympus to plan what would happen to their heroine next. Thus the story was a composite of the ideas of the entire cast, written up into final form by one of their number. The results, especially the ingenious resolution of the crisis which was invariably introduced at the end of each episode, to provide the suspense element, were highly diverting.

If the group is large, it is preferable to choose diversified scripts, complete in themselves, with fairly large casting requirements, for presentation in successive weeks, in order to use all the members as often as possible and to provide all the different "types" in the company with suitable rôles. In the smaller group, however, serials can be used to good advantage, with the same characters appearing week after week. At all events, there is no limit to the number of players who can take part in radio drama. Commercial scripts may call for as few as two characters and as many as fifteen, while groups writing their own plays may of course tailor them to fit the exact circumstances.

The production technique of radio plays is simple and easily mastered. If no one in the group has had previous radio experience, station staff members will gladly offer advice and suggestions. Female voices are placed close to the microphone —how close depends upon the type of microphone being used—and heavier male voices are placed at a little distance. Whispered lines are spoken with lips almost upon the mike, and shouting is done several yards away. While gestures are totally superfluous so far as the radio audiences is concerned, experienced radio actors use them as freely as if they were on the stage; some cannot work up the proper "mood" without appropriate actions. But, whatever gestures are used, the players must remember always to face the microphone at a set distance—and never to make extraneous sounds!

Technicians May Play Their Part

Transferring recreational dramatic activities from the stage to the broadcasting studio does not mean that the mechanical crew is left behind. Instead of scenery to design, build, and erect, and lighting cues to follow, they have the important job of supplying the sound effects so essential to producing the illusion of a stage and players where in reality there is only a receiving set. They must prepare, and use at the proper cues, such diversified effects as door bells, water being poured from a pitcher into a glass, an automobile crash, heavy footsteps on the floor, and a passionate kiss (which, in radio, is, more often than not, the sound effects man kissing his own wrist before a wide-open microphone). Some of the more difficult effects, such as those of an angry mob, orchestra tuning up, ferryboat whistle, and traffic noises, may be purchased on records and "mixed in" at the proper times by the station control engineer. Nearly all commonly-used sound effects have been recorded for use by amateur groups, and are available at low prices. Most stations will purchase such effects for the use of their dramatic organizations.

The radio equivalent of the stage curtain is music, which again may be provided either in the studio or in the control room. Unless the group has a small orchestra available, an organ is the only advisable means of producing in the studio the

(Continued on page 269)

Badminton

By HOWARD B. HOLMAN
Supervisor of Boys' Activities
Recreation Department
Oakland, California

BADMINTON, a traditional English game, has become a leading adult recreational activity in Oakland, California. The development has been rapid and widespread over the city with groups springing up in widely varied neighborhoods. In school auditoriums, in gymnasiums, in church halls the game is being played by all age levels and is particularly successful with young married people.

The Recreation Department has encouraged and organized many of these groups on a "pay-as-you-go" basis. Reasonably priced rackets are available and a small fee is charged to cover the purchase of birds.

Many organizations wishing to see the game before attempting to gather a group have requested demonstrations. To satisfy these demands and to further the sport we have developed a standard exhibition program which is used as fully as time permits. The program is designed to give a quick introduction to technique, rules, and play of Badminton. The standard program is:

This picture, taken at the end of an overhead smash, shows both players in good form

1. Explanatory discussion, consisting of a brief history of the game, its advantages, a description of the playing rules, description of court, racket and bird.

2. Technical demonstration (by two players) consisting of a demonstration of proper footwork, proper grip on racket, and proper swing of the racket in the various types of shot used in Badminton.

3. Mixed doubles exhibition, used largely to demonstrate the co-recreational possibilities of the game. Four players participate with a referee in the chair to announce scoring and technical points.

4. Men's doubles exhibition, used as a climax to demonstrate the strenuous exercise derived from the game when properly played. Four players play as vigorously as possible while a referee announces point score as in the mixed doubles.

For the information of our demonstrators we have compiled a bulletin of general and technical data on the game. This bulletin is used to good advantage in preparation of the discussions and in instruction of beginners. Parts of it follow.

Background Information

I. General Data

A. "The good single player must have the footwork of a lightweight boxer, the wind of a marathon runner, the quickness of eye and hand of a man fighting a swarm of bees with a lead pencil."

B. The court—44 feet long by 20 feet wide—has two alleys 1′ 6″ wide on each side—a center line, a short service line 6′ 6″ from the net and a long service line 2′ 6″ from end line.

C. The racket—miniature tennis racket—weight 4¾ to 5¼ oz.—strung with fine gauge silk or gut.

D. The bird—made of a half-round cork covered with kid leather, and feathered with 16 feathers, weight 75-85 grains. (The best feathers come from Czecho-Slovakia—from

the geese grown in captivity — feathers are oily.)

E. The play—entirely on the volley—no bounces.

F. Game may be played single or in doubles. Encyclopedia Brittannica, "A good single match is admittedly more strenuous than a match at lawn tennis."

II. History

A. Rudiments of the game are known to have existed in China in several games played B. C.

B. The beginnings of definite play — an unnamed Indian game. The Bristish Army Southern Command took up the game and named it "Poona" after the city in which they had headquarters.

C. Introduction to Western world—1873 at the Duke of Beauforts' estate "Badminton" in Gloucestershire, England. Started by a group of army men home on leave during a rainy week-end. Used champagne corks and chicken feathers for bird, and tennis rackets.

D. 1885—Game was immensely popular everywhere in England.

E. The laws of the game were codified in 1893 in London.

F. In the U. S. A. introduced in 1876. First club, the New York Badminton Club organized in 1878. Qualification for membership—only good looking young ladies were eligible. (This is the oldest club in the world.)

G. Pacific Coast — desultory play for fifteen years, sudden boom in last three. Now major recreational activity.

III. Advantages and Attractions

A. The court is small.

B. The court is easily set up and taken down.

C. The game is short—10-15 minutes.

D. The rackets are light, easily handled.

E. Requires no particular surface.

F. Can be played in or out-of-doors.

G. The exercise can be graded.

1. More strenuous than tennis
2. May be a quiet, easy game

H. The game is co-recreational—on a par.

I. The game is sociable—fun at any level.

J. The game can be played at mixed levels of ability.

Tactics

I. Service

A. Take position near center of court (singles especially).

B. Determine your action by opponents' position.

C. Always strike bird as near waist as legal—to give flat parabola of flight.

D. Five effective possibilities:

1. Short backhand—hit at top of net and to receiver's backhand.
2. Short forehand—low—to draw receiver from center line.
3. Long backhand—high as possible—to off-balance opponent.
4. Long forehand — high as possible — to crowd opponent away from center.
5. Smash—a hard hit shot—should be aimed close to opponent's body.

E. For effectiveness the short shots must be aimed just to clear the net and drop as quickly as possible—should be hit with a loose wrist.

F. The long serve must be high and deep to avoid a smash return. Hit with a locked wrist and a full swing.

G. Smash service must be aimed close to opponents' body to prevent smash return. This should be used infrequently for maximum effectiveness.

H. Attempt should be made to make the backswing and downswing of the serve exactly the same for every type of shot to prevent anticipation by your opponent.

I. All serves should be played for corners.

II. Forehand Shots

A. Shots should be hit at openings—always.

B. It is a good general rule—never to drive a shot diagonally across the center of the net. (Allows opponent to gain center court.)

C. Shots should be hit deep down side lines when possible.

D. Short shots should be aimed at front corners of court, never at center of net.

E. Try to pull opponent off the center court.

F. Try to attain the center court after each shot.

III. Backhand Shots

A. Hold shot if possible until opponent makes move. (Usual follow-up by opponent will be a charge toward net.)

(Continued on page 270)

WORLD AT PLAY

A Community Boat Club

COMMUNITY Service of Boston has organized a community boat club whose purpose will be to stimulate or to encourage rowing and boating on Charles River Basin. Anyone will be eligible for membership "who has contributed the cost of materials for one boat or who by his labor has contributed the equivalent of the full work on one boat, or who owns a boat and applies for membership—providing that each and all of the above submit to the regulations made by the boat club boating committee." It is proposed to charge dues of 10¢ a piece for each member of groups of ten who come together to build and use a boat for which materials have been supplied by their settlement house or other agencies.

A School Playgounds Federation

OKLAHOMA City, Oklahoma, has a School Playgrounds Federation organized in the summer of 1935, whose objective is "to maintain an organized center of thought and action among the school playground representatives of the city; to sponsor such activities as will tend to raise the standard and character of the recreational program, and to foster and increase a lively public interest therein." In the summer of 1906 there was a total attendance of 597,600 children and adults on the school playgrounds, as compared with a total number of 187,463 in 1935.

Honoring New York's Park Commissioner

THE first annual award of the City Club of New York to a non-elective public official for meritorious service was presented in May to Park Commissioner Robert Moses. The award, which will be made each year, is covered by a special trust fund, the gift of Ralph M. Levey, a member of the Club. In making the citation the Board of Trustees of the Club said,

"To you as Commissioner of the Department of Parks we are happy to tender the first annual award of the City Club of New York in recognition of three years of extraordinary service to the people of the City. . . . The vast achievements of these three amazing years—performed in addition to other public construction and administration tasks of the first magnitude—are the projection of your devotion, energy and brains. They constitute in our judgment the major contribution of our generation to the improvement of the conditions of life in our city."

Twirling Batons

THE report of the Board of Park Commissioners of the City of Salem, Massachusetts for 1936 tells of a novel activity in baton twirling which was initiated in 1935. Instruction was given on each of the ten playgrounds at least twice and sometimes three times weekly. There was a great deal of enthusiasm among the children for this activity and there were between thirty and forty in attendance at the average class.

Music in the Square

CHARACTERIZED as one of the pleasantest features of the Constitutional celebration, the daily programs given at noon by the Police and Firemen's Band of Philadelphia in Independence Square are drawing large crowds. "It ought to be considered," states a Philadelphia paper in an editorial, "whether this mid-day musical interval should not be made one of the permanent amenities of Philadelphia life when weather permits"

Drama in East Orange, New Jersey

FOLLOWING the summer playground program in dramatics and dancing there was so much interest in children's drama on the playgrounds of East Orange that a Saturday morning children's theater was started. Two plays were given last fall to a full house of parents and friends. An admission charge of 10 cents was made to cover the cost of the costume material. The plays combined drama, dancing and singing, thus using talent from the various dancing classes for children of all ages held each winter at the Elmwood Park field house. The beautiful costumes used were made at the field house by a WPA sewing instructor and by children and adults attending the sewing classes.

The Little Theater sponsored by the Board of

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Recreation Commissioners was organized early in 1936 following a drama institute conducted by the Board. The present group consists of seventy-five enrolled members, men and women interested in some phase of Little Theater activity—acting, stage management, workshop programs and classes. It has attracted some of the outstanding talent of East Orange and surrounding communities, and a number of Broadway successes have been presented. The group, though sponsored by the Recreation Department, is self-governing and partially self-supporting, the Little Theater director being supplied the Recreation Department through the WPA Recreation Division. By a provision of the Little Theater constitution and by-laws, the secretary of the Recreation Commission and the director of recreation serve as members of its Board of Directors, the secretary serving as treasurer of the group. During the past year the director of recreation has served as president.

Dancing in Mt. Vernon—Dances are conducted weekly by the Recreation Commission of Mt. Vernon, New York, which issues season membership tickets for which no charge is made. In addition to modern dancing, the Commission since 1931 has conducted evenings of old-fashioned dances. A special night of the week is set aside for colored citizens.

Using Available Facilities—Faced with the necessity for increasing facilities to provide employment for the WPA and NYA workers assigned to the Salt Lake City, Utah, City Recreation Department, the department has made a successful community center of a summer playground field house equipped with a stove. Two small stores have been rented and a successful nursery school is being conducted in one, a handcraft center in the other. The department is sponsoring recreation activities in the Y. W. C. A. building and the neighborhood house.

Our National Resources—In the wise utilization of our national resources there is a field for advance study and research of increasing significance. The American University Graduate School, Washington, D. C., has formulated its program in such a way as to emphasize the essential unity of the resources problem. It thus will serve also those who, being specialists in some one aspect such as forestry, wish to see the resources problem as a whole. Advanced courses in special topics will be offered for those who wish to take advantage of the presence in Washington of a number of outstanding specialists in their particular field. The courses are open to graduates of forestry, engineering and agricultural colleges. All inquiries and applications for admission should be directed to the Registrar of the Graduate School, the American University, 1901 F Street, Washington, D. C.

A New Year-Round City — Wyandotte, Michigan, has been added to the list of Michigan cities with year-round recreation programs under full time leadership. Under the sponsorship of a city recreation commission and with a six thousand dollar budget appropriated by the City Council, Benjamin Yack, Superintendent of Recreation has initiated a program of activities.

A "Supreme Court" for Basketball—The Department of Recreation of Akron, Ohio, has organized a "supreme court" of five members who are elected by managers of teams in the amateur basketball league of the city to pass on matters which cannot be settled by the respective league presidents.

Important Events in Pontiac, Michigan — Red letter events in Pontiac, Michigan, were the donation by the Kiwanis Club of two wading pools and the establishment by the Club of a five-year program including a $500 a year gift to the playground. Under the City Engineer the WPA has constructed ten tennis courts and the Federal government has furnished leadership costing $15,909.82, enabling the recreation program to be greatly enlarged. The factories are taking greater interest in recreation for their employees and with the help of the Recreation Department have organized athletic and sport leagues. All available gymnasia will be used every night in the week during the winter. Overcrowding may necessitate use of school buildings, the building of a community center or a Y. M. C. A.

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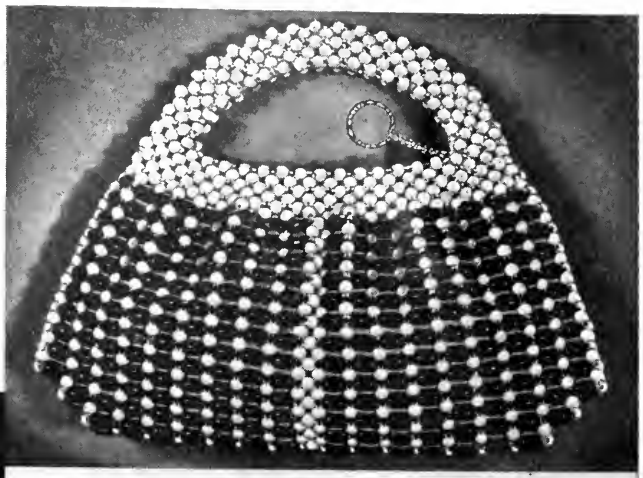

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Serving Institutions—For a number of years the Junior League of Reading, Pennsylvania, has maintained in cooperation with the School District and the Municipal Recreation Department the Tyson-Schoener Recreation Center. In addition the League pays for the salary of a worker in the recreation department to visit institutions promoting play activities. There are now nine institutions being visited by this worker. Recently the Junior League sponsored a horse show to raise money for its recreational activities.

A Memorial Park—In his will Arthur Williams, retired vice-president of the New York Edison Company, who died in April, suggested that a part of his estate at Roslyn Harbor including the carillon tower and the pond be set aside as a memorial park.

Increasing a Recreation Budget—The budget for public recreation in Dearborn, Michigan, for the coming year will be $49,979 as against $32,085 for the year just closing. This provides for salary increases of the executive and important personnel in the playground and community center division of the local department. In addition a woman assistant will be employed for the first time to direct activities for girls and women.

A Bond Issue Approved—The voters of Houston, Texas, approved on April 5th the issuing of bonds including $200,000 for parks and $50,000 for swimming pools.

Cincinnati's Radio City—Some time ago an old gymnasium building was moved to the C. & O. grounds in Cincinnati and reconstructed. A number of election booths have been added to serve as a branch library, toy lending library, storeroom and play leader's office. A school colony building has been converted into a branch of the natural history museum, and now Radio City, so-called, has sprung up centering around a curious structure made by putting together three booths and opening one into the other. Radio City has be-

Every day, in spring, summer and fall, thousands of young people use the athletic field, the tennis court, the track, the baseball diamond, the indoor cage, for the kind of play that is intended to produce strong muscles and sturdy frames.

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come the manufacturing center for miniature bu effective radio sets. It is the hobby shop of th C. & O. grounds.

Community Street Dances — Last summe the Akron, Ohio, Recreation Department inaugu rated community street dances, nine of whic were held during July and August with an attend ance of 2,500. Certain streets were blocked of from traffic. Corn meal was sprinkled over th pavement and the asphalt street surfacing serve as a temporary dance floor. Colored lights, strun overhead, lent an atmosphere of gaiety. Th WPA dance orchestra furnished music for mos of the dances. "These gay summer evenings, states the annual report of the Department, "pro vided inexpensive entertainment—since no admis sion was charged—for persons of all ages. The signify the return of family group entertainmen with the same spirit of fun afforded by the barn dances and corn huskings of old." So successfu did the dances prove that this year more are be ing held. The Recreation Department has adde to its equipment a trailer for transporting chairs lights and other equipment to various parts o the city.

Park Areas in Roanoke — K. Mark Cowen Superintendent of Recreation, Roanoke, Virginia reports that in January the Freeholders of th city voted a bond issue of $48,000 for the acqui sition of three new tracts of land for park pur poses. These tracts contain a total of 34.71 acres bringing the total park acreage upto 291.8 acres Two of the tracts, all of which are extremely de sirable, are additions to the city's present parks The third is in a section of the city not at present served by a playground. The fact that it is locat ed next to the junior high school building makes it a particularly important addition to the city's recreation facilities.

Tapping the Reserves of Power

(Continued from page 214)

creative power in men is to stir the imagination to accept the responsibilities of life with a sense of adventure, to harness the resources of nature for the benefit of man, to develop the spiritual re sources, to eliminate the dangers of boredom.

Directions for activities are always accessible directions for understanding, information as t what constitutes education, is difficult to find

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There are, however, guides in our creative darkness — a Marietta Johnson down in Fairhope, Alabama; a Mearnes and a Coleman writing and experimenting and discovering among the children at Columbia, a Kimball out in California. These have facts, living adventures to show the way. Eventually their leadership will be utilized in the training of directors of recreation.

Perhaps the recreation leaders themselves may find their own resources and develop a spiritual strength which will carry over into a new field of satisfactions and success in the development of integrated, whole, creative personalities in the children and the adults with whom they come in contact.

The Recreation Executives Confer

(Continued from page 228)

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A. O. Anderson, St. Louis, Mo.
Josephine Randall, San Francisco, Calif.
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V. K. Brown was selected as chairman of the organization committee; Arthur T. Noren as secretary.

Marionettes on Wheels

(Continued from page 231)

been a lovely creature, for the people of India have been making puppets ever since. The fame of their puppets spread to Persia, Turkey, China, Burma, Siam and Java, where they were developed as shadow figures—flat, exquisitely cut puppets placed between a lamp and sheet so the audience could watch the shadow of the puppet.

Another type was worked on rods from below, another on the hand like the Punch and Judy figures, still others by wires from above, and in China and Japan they even had puppeteers dressed in black carry on the stage beautifully costumed puppets that were manipulated in full view of the audience.

It was in Japan that puppets were first used to entertain the gods in the temples, and it was probably this practise that has made the Japanese more expert than any other people in making them. In Greece, too, the puppets were very popular, and it is not surprising that the Romans followed the Grecian art. Roman emperors even made places for them in their palaces, and in the tomb of Empress Marie, wife of the Emperor Honorius who lived in 365 B. C., were found puppets of her little child. It was thirty-three years later that Alexander the Great visited Egypt to see for himself the famous marionette of Ammon Ra.

After Rome fell, early Christians adopted puppets to picture the story of Christ, especially the Nativity. This custom that began nearly 2000 years ago can still be seen in the manger display in Catholic churches at Christmas, and the little figures that now are lifeless once were animated. It was from the puppet representation of the Virgin Mary that the name "marionette," or "Little Mary," was derived.

When the puppets became too irreligious, they were banished from the church but not from popularity, and they thrived in the churchyard, then the village square, and finally in their own little theaters where, shortly after, Mr. Punch and his wife, Judy, were born.

When the Pilgrims came in the Mayflower, they brought puppetry with them, but there are stories that even they found a crude conception of the art being practised by the Indians. The puppets developed very slowly in the new land, however

and it was not until recent years that a Renaissance of puppetry was started that has resulted in an exceedingly popular and important form of entertainment and education.

A Cruise Party

(Continued from page 234)

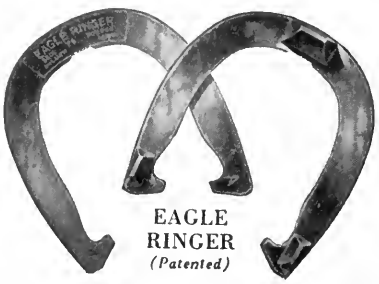
7. What is a "painter" in nautical terminology? (Rope for fastening a boat)
8. What color was the boat used by the owl and the pussy cat? (Pea green)
9. "Rub-a-dub dub—men in a tub." How many were there in the tub? (Three)
10. By land time, what time is eight bells? (Four, eight or twelve o'clock)

Court Marshal. "Of course," said the Captain, "you may have passed the test, but no one can go ashore who has broken a rule and not worked out his sentence." He then called the names of the ones found guilty at the boat drill and ordered each in turn to do a stunt which he named. Some of the sentences were: Imitate a man putting on a life belt, sing a nautical song, show a sailor manning the pumps, imitate a man in a severe storm and do a sailor's hornpipe.

Life on the Ocean Wave. The Captain next acted as caller for "Life on the Ocean Wave," a square dance. Music, calls, and directions are in *Parties—Plans and Programs,* published by the National Recreation Association (Price, fifty cents). They might have used any square dance.

Refreshments. By this time everyone was starved and a steward went through the room with a dinner gong (xylophone type) calling out "first call for first table!" The rule was "women and children first" and all men were detailed to seat their partners at tables set up quickly in the gym. Stewards brought noise makers, confetti and serpentine and the Captain gave a toast to the passengers inviting them to enjoy themselves at the "Captain's Dinner." Sandwiches, doughnuts and coffee were served and no one found the sea too rough to enjoy them.

Sea Chanteys. During and after the dinner the group sang all the sea songs they could remember —*Anchors, Aweigh, Barnacle Bill, the Sailor, Sailing, Row, Row, Row Your Boat, A Capitol Ship* and *Santa Lucia.* They learned two simple sea chanteys, *Cape Cod Chantey* (In Songs for Informal Singing published by the National Recreation Association, price, ten cents) and *Blow the Man Down.* (In a number of collections of well-known songs).



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Disembarking. The Captain made a farewell speech to the passengers and invited them to sing *Auld Lang Syne* before they landed. Then with a hint to leave their stateroom keys with the purser, the officers lined up to bid the passengers goodbye as they went down the gangplank.

"We Have a Circus"

(Continued from page 236)

clowns come to the fire add to the humor and excitement. Such a fire act is traditional in almost all circuses.

A Blind-Fold Boxing Bout or a **Barrel Boxing Match** with the clowns mounted on barrels will be entertaining.

Target Shooting. Two clowns proceed to hold shooting practice, one clown using a popgun or cap pistol to shoot at crackers held by the other. As the gun is shot the cracker is pinched in such a manner that it breaks and falls to the floor. The clown with the gun shoots from all sorts of positions and angles—from the shoulder, from the hip, backward over the head, back through the

Swimming Pool Data and Reference Annual

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•

EARL K. COLLINS, Editor

404 Fourth Avenue New York, N. Y.

•

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legs and from a reclining position. The clown with the cracker may hold it in his hand, in his teeth, over his head and in a number of other positions. As an ending a third clown may award a medal.

Fire! Three clowns, two candles, a small frying pan, hot dogs, matches, one small pail of water and one large pail of confetti are needed for this act. One clown enters and saunters about the ring until the attention of the audience is centered on him. Then he seats himself, lights a candle and begins frying his hot dogs over it. The other two clowns enter and move around the ring bowing and waving as they go until one notes the burning candle and cries "Fire!" Both clowns run off to bring the small pail of water to drown the fire. The first clown does not notice them, being busy with his frying and with the audience nearby, until the water is thrown. He chases the two clowns off and finds another place and lights his second candle and proceeds as before. The two clowns enter and repeat their antics, but this time they throw the confetti over the clown and swish it over the audience too. (The clown should seat himself the second time near some ladies in the audience so their screams when the confetti is thrown will add to the act.)

Individual Clown Acts. There are a number of stunts which can be worked up for individual clowns. Here are a few of them.

A tramp clown with his blanket roll sets up housekeeping by the ring side.

A clown has a wash tub suspended from his neck. He walks about washing clothes and interesting other clowns in getting their laundry done. A clothesline may be strung between two light poles extending from the tub up over the clown's head.

A clown may encircle the ring loaded with bundles of all sizes and shapes which he continually drops.

A clown leads a very small dog by a huge paper chain. The dog is labeled "Dangerous."

A clown dressed as a policeman pursues and arrests other clowns.

A clown on stilts can dance and run and jump or stagger about pretending not to know how to use stilts well.

There may be a Charlie Chaplin clown who stumbles over his large feet and cane.

Recreation on a Municipal Lake

(Continued from page 239)

D. All coxswains and supervisors will be responsible for keeping the crews quiet so all will be able to hear the commands of the official starter.

E. The official starter will use the three point command for all races
That is: *Get on Your Mark! Get Set! Go!*

V. Entries

A. Crew entries stating the number of crews and the classification in which the crews are to race will be due in the office of the Recreation Department, not later than....

B. Each crew may enter one race only.

VI. Drawing for Boats

A. Drawing for boats and lanes in each race will be held at 3:30 P.M. on the day for the regatta at the Municipal Boat House office. The coxswain of each crew will draw for the lane and boat for his crew.

VII. General Information for Crews

A. Crews will organize in crew order just outside the boat house before filing on the floats.

B. Crews will be judged for the assembling and embarking event as soon as they march on the floats.

C. Crews will watch the regatta from the shoreline of the lake.

D. Any member of a crew coming onto the

floats during the regatta, except when called for, will disqualify his crew from participating in the assembling and embarking events.

E. Each playground supervisor will check on the oars for his crews several days before the regatta. If any question arises see Mr. Garver at the Municipal Boat House.

F. In order that the races may start early enough to dismiss before dark, permission has been granted students participating in the races to leave school at 2:45 P. M.

VIII. Officials and Judges

A. Chairman of the regatta
B. Float official
C. Referee
D. Official starter
E. Head judge
F. Judges for assembling and embarking
G. Judges for races—1st place
2nd place
3rd place

The crew season for high school girls continues hroughout the school year, each school concluding the season with an inter-class race followed y a picnic and "weinie" roast at the Canoe louse. Practicing twice each week, these groups verage one hundred in number and require eight rew boats and ninety-six oars, the latter being wned, in most instances, by the school.

New Outdoor Theaters

(Continued from page 240)

apacity of about 2,500, and portable seats or enches will be provided for special performances.

Tall hemlocks and large dogwoods (transplanted by WPA workmen from other sections of astorius Park) with underplanting of laurel and hododendrons, form a dense screen and enclosre for the theater on either side. Nearby an artificial lake is being constructed for improvement the landscape and to provide ice skating. Additional improvements are under consideration.

The project called for an expenditure of 56,010, of which the sponsor provided $2,275. his, however, included considerable grading and ansplanting beyond the area occupied by the eater.

Hobbies and Homes

(Continued from page 242)

humanity or not, it is sure to make great contributions to its rider. No hobbyist ever finds ne hanging heavy on his hands. Some may be

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parents' Magazine, June 1937
- Summer Symposium
  - (Report of successful cooperative vacation projects)
- Outdoors for a New Hobby, by Eleanor Preston Clarkson
- The Garden Grows with Children, by Gerald K. Geerlings
- Family Fun, by Elizabeth King

Parks and Recreation, May 1937
- Demonstration Parks in the Tennessee Valley, by Earle S. Draper
- Rural Recreation Centers Adjuncts of Kansas Dam Projects
- Woodland Hills Park Adds to Cleveland's Facilities
- Community Center Dedicated at Lafayette, La.
- Toledo's Recreational Progress, by Ernie Curley, Jr.
- Recreation Association Reports on Municipal Recreation Progress

The Journal of Health and Physical Education, June 1937
- Leisure Education and Recreation, by N. L. Engelhardt
- The German Youth Movement, by Adelaide H. Miller
- Swimming and Lifesaving Program for Summer Camps, by John A. Torney, Jr.
- Archery, Ideal Activity, by Paul H. Gordon
- Motion Picture Sports for Women

The Research Quarterly of the American Physical Education Association, May 1937
- Standards in Athletics for Girls and Women
- An Achievement Scale in Archery, by Edith I. Hyde
- Achievement Tests in Volleyball for High School Girls, by Esther L. French and Bernice I. Cooper

Esquire, July 1937
- Not So Soft Ball, by Leo Fischer

Hygeia, July 1937
- Tennis for Any Age, by Dudley B. Reed
- Off to Camp, by Regina J. Woody

Parks and Recreation, June 1937
- Municipal Parks in the United States
- A Workshop for Dramatics, by John M. Hurley
- A Hiking Trip's Bureau

Leisure, June 1937
- Summer Camps for the Teen Age, by Bertha R. Parker
- Hike for Health
- The Game of Nests, by Virginia Snider Eifert
- Ladies! Have a Hobby! by Vivian Starr
- Shuffleboard as a Table Game, by Alice Allene Sefton

Child Life, July 1937
- Child Life Hobby Club—Modeling, puppetry, etc.

National Parent-Teacher, May 1937
- For the Love of Music, by Jascha Heifetz
- In Our Neighborhood—Helen Doesn't Play Alone, by Alice Sowers

National Parent-Teacher, June 1937
- Europe Challenges American Parents, by Dorothy L. McFadden

PAMPHLETS

First Annual Report of the Akron, Ohio, Department of Recreation, 1936-1937

Play All Summer!
- Recreation Opportunities in Yonkers, N. Y., Welfare Federation of Yonkers

A Tribute to Charles Hayden

In April there was unveiled in Central Park, New York City, a tablet in memory of Charles Hayden, a member of the Board of Directors of the National Recreation Association, who at his death left a large sum of money for the establishment of the Charles Hayden Foundation. On the occasion of the unveiling of the tablet, Mr. Hayden's brother, J. Willard Hayden of Boston, said:

Surroundings such as we view here today — trees and all manner of growing things—have forever been an inspiration to man. It is good to live close to them and reverently regard Nature's handiwork. Man may invent a machine, he may compose a wonderful symphony, he may accumulate a very large fortune, he may write a beautiful poem or paint a lovely picture, yet only God can make a tree. We see its leaves unfold year by year, its branches stretch nearer and nearer toward Heaven. It is altogether appropriate that an occasion such as this should remind us once more of the miracles taking place about us. To this galaxy we now add this maple sapling confident that it will grow into a wide spreading tree. "An emblem," as Washington Irving has written, "of what a true nobleman should be; a refuge of the weak—a shelter for the oppressed—a defense for the defenseless; warding off from them the peltings of the storm, or the scorching rays of arbitrary power."

So this place gains an added attraction and we know that many will gather and enjoy some fruitful result of its planting.

I regard it as a particular honor to be present to witness this evidence of esteem and thoughtfulness which has actuated your committee in placing this tree in memory of my brother. The work which you have done in making this park the lovely place it has become, your constant efforts to improve it, have made your city in no small degree a better place in which to live. I am proud of the fact that my brother has made these efforts in some degree possible.

Your act also calls for expression of thoughts which today are almost forgotten sentiments. It is fitting that you do honor to the spontaneity of action that characterizes gifts in aid of this laudable enterprise. It is better, it seems to me, that the individual should be prompted by the desire to improve the lot of his fellow men, the lot of those less fortunately situated, rather than that these acts should be left to expediency and wrung from a more or less unfeeling and indifferent government. What one does for the love of doing, gives for the love of giving, is bound to be more productive of lasting fruition. Barriers should not be imposed that tend to discourage this thoughtful benevolence.

As I now unveil and reveal this plaque placed here in memory of my brother, I express to you and your organization my profound gratitude for this mark of appreciation of the man who was so near to my heart and whom you thus honor.

---

bores to their friends but never to themselves. They are never the "empty barrels," an eminent English educator called those people who have to go to commercial entertainments, or worse, to have their leisure filled. The collector and creator have something waiting for every unemployed minute—never lonely, never bored.

This hobby interest then is a protection, a release from the routines or worries of life, an important one, the professors of mental hygiene tell us. They also tell us of another mental health value to hobbies—one that comes from achievements, the pride in having the best collection of coins or the cleverest example of block printing.

In his delightful book "A Guide to Civilized Loafing," Overstreet sums up some of the values of a hobby in crafts by saying, "This is what it means to handle materials. We yield ourselves to them; they give us back our reward. It is a sad thing that so much of this has gone out of modern life. We have learned to press buttons and send checks—and presto, we have what we wish. But excellent as are many of the commodities that come to us, and difficult as our life would be if we could not thus easily secure them, there remains the need to keep ourselves intimately associated with materials. We need to handle earth to handle wood and stone." And he goes on to say, "There is doubtless no more character-forming occupation than to work affectionately with materials. Disciplines come — self-control, patience, the power to hold an objective steadily in view, respect for that with which one is working, concentration, skill. These are the admirable qualities that are needed in a society, but they are also the qualities that give the greatest happiness to the individual." And Overstreet concludes, "The undisciplined, uncontrolled, impatient soul, contemptuous of ends and incapable of holding steadily to a purpose, is the continuously unhappy one. On the other hand, he who achieves mastery in the handling of resistant material is on the way to the conquest of life."

The thing that is sometimes hard for parents and teachers to realize is that so many of the values in physical, mental and moral health that we want for our children may come to them un-

onsciously through activities that are fun or play. he poet, Masefield, says, "The hours that make s happy make us wise." Hobbies are one of the y giving channels of life which may start as a ny spring of interest gained by the child from xample or exposure, grow to a swift current of ealthy interest and skill during youth, and be- me a broad lake, deep with meaning and self- xpression for age. And all may be found in one eautiful sheltered valley—the home.

Handicraft and Recreation

(Continued from page 244)

le of the whole problem in which the readers, aving followed the theoretical first part, will cer- inly be most interested—the practical side.

Handicraft as the cultural "self-doing" princi- e—the phase in which I have wished to intro- uce it here to those interested in problems of creation—has, of course, a widespread use to- y aside from the forms mentioned in the intro- uction. Our sports and play, even amateur musi- les, dramatics, and other "diversions" that are racticed more and more today to fill up unused me or "to do something useful for the home," ntain the principle of handicraft. In fact, there a whole sphere of handicraft activity today. he practical problem, however, is how this may arranged in a serious manner to have a truly erapeutic effect that would be more systematic an the present set-up.

Concerning this therapeutical effect, however, is often true that the most simple activities have much greater effect than those which are arti- ial and highly impressive, or require great ef- rt. Simple needlework, woodcarving or music e more effective from a therapeutical point of ew than the great expenditure of effort in sport play. In fact, the more interesting, more en- taining, or more impressive activities often ex- t an almost negative effect. The pleasing and musing factor should, of course, always be taken to consideration in all handicraft education, pecially in its therapeutical and recreational rm, because it has in itself a great therapeutical lue. But on the whole, this recreational handi- aft must be based on principles which are di- ted by the therapeutical viewpoint. All other ewpoints are of secondary importance. All man measures, especially if they are those that all reconstruct, rebuild and heal, must be ac- mplished with a deeply conscious and experi- enced background. Accordingly, we need such a clearly-worked out handicraft-recreation therapy if we hope to wage a successful fight against the factors which are undermining the healthy life of our culture and civilization.

Why Not A Rhythm Band on Your Playground?

- There is now available a booklet, "Starting and Developing a Rhythm Band," by A. D. Zanzig which will give you just the information you need in organizing "Kinder Simfonies" on your playground.

Send for your copy
It costs only 15 cents

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NEW YORK CITY

Where Night Is Turned Into Day

(Continued from page 245)

athletic fields during the football season and the playgrounds would use them the rest of the time. The saving that resulted made it possible to light three grounds instead of one, and that old bogey "duplication" suffered a terrific setback!

Money for the fourth ground was obtained in much the same way as were funds for the others, the only exception being that a newly formed neighborhood club played a larger rôle in creating neighborhood enthusiasm. In this instance, labor for installing the lights was furnished by the Illinois Power and Light Company.

The fifth ground was lighted by the Junior Association of Commerce. This group of young men held a "Light a Playground" dance which was widely publicized. All the proceeds went into the lighting project.

Among Our Folks

GEORGE SPERBECK has become Superintendent of Parks and Playgrounds of the city of Alameda, California, taking the place of A. C. Benton who formerly served as Coordinating Director of Physical Education and Recreation.

James J. Tunney is now Director of Recreation in Alhambra, California.

Chico, California, has been added to the cities conducting a year-round recreation program. Ralph E. Hensley is Superintendent of the Recreation Department.

A number of changes in recreation executives have been reported from Florida cities. R. O. Eberling is Director of Public Recreation at Daytona Beach, having taken the place of Raymond Clancey. Mrs. C. G. Merrick has become the Director of Recreation at Fort Myers. Arthur C. Black is now Executive Secretary, Recreation Commission, West Palm Beach.

The position of Superintendent of Parks and Playgrounds has recently been created in Atlanta, Georgia, and George I. Simons has been appointed to the position.

Weldon B. Wade has become Director of Recreation in Sycamore, Illinois.

Harold L. Brigham is Superintendent of Recreation in Louisville, Kentucky—a position formerly held by Walter R. H. Sherman.

The new director of Recreation and Physical Education in Ypsilanti, Michigan, is James W. Shaffer.

The position of Director of Recreation and physical Education in Montclair, New Jersey, formerly occupied by Franklin G. Armstrong has been taken by Arthur J. Garthwaite.

Peter J. Mayers is serving as Superintendent of Recreation in the Department of Public Welfare, New Rochelle, New York.

Thomas Clark has become Director of Recreation in North Tarrytown, New York.

The successor to the late J. J. McCaffrey, Superintendent of Recreation in Providence, Rhode Island, is H. J. Bishop.

Under an agreement between the Dayton, Ohio, Department of Public Welfare, Bureau of Recreation and the National Recreation Association, Robert K. Murray is serving for a period of months as full time recreation executive for Dayton.

In one or two cases the City Council of Parent-Teacher Associations came to the res in helping to provide lights. Once a neighborh club needed a few dollars to complete its lighti program and made a door-to-door canvass funds. At another time service clubs helped fin cially. The labor for the fifth ground to be ligh was furnished by Postal Telegraph Company e ployees who gave freely of their time after re lar working hours.

During the summer in which four additio playgrounds were lighted attendance jumped fr approximately 100,000 to over one half milli A huge program of industrial softball, combin with the opportunity to participate in other spo such as volley ball, paddle tennis, horseshoes, a the like, created new playground traffic proble It was amazing to see how areas that were o fairly well attended before artificial lights ca into the picture, swarmed with people after th installation.

For those readers who are "maintenance-min ed," it will be interesting to know that light is present being supplied by a public utility special rates. Owing to the fact that the groun were not located near city power lines that wou carry the load and because the cost of connecti with distant city lines would have been prohi tive, it was necessary (if more than one grou were to be lighted) to use private power. Ho ever, it is planned to put at least one ground ba on city power each year until all have been set up.

This year two more grounds are being lighte That there was a need to light areas for mo than the reason already mentioned is best demo strated by the captain of police who said, "Sin lights have been installed the number of nig police calls in those neighborhoods has been cut half." To justify further the need for light areas, spot maps of the section of the city to lighted have been prepared. These maps show t number of young people in the area now in form schools, the number of arrests of boys a girls under twenty-five years of age, the numb of potential delinquents, and the number of pr lem children from schools adjoining the area.

Not only are the lights used for softball, sport rapidly growing in popularity, but they ha also made it possible to conduct weekly folk da festivals on playgrounds during the summer e nings. Perhaps the most interesting of the co munity's events is this weekly outdoor occas

when hundreds of children from all parts of the city dance for an hour beneath the man-made sun. During the fall months football and soccer teams can be seen playing at night, and when weather permits the areas are flooded and used at night as well as day for ice skating.

Artificial lighting has now become an institution in this city, with each neighborhood doing its best to see not only that its facilities are developed but that they are used. The lighting of outdoor recreational areas has perhaps done more toward improving the facilities than any other single development. If you, too, are looking for a "sure-fire" method of stimulating interest and encouraging participation, let them have light!

You Asked for It!

(Continued from page 246)

and have them bat the ball among themselves to see how many plays can be made without dropping the ball. If group A bats the ball twenty times the other groups try to make more plays. With younger players, especially girls, allow them to modify the rules. For instance, permit a served ball to be played by team mates before it goes over the net. Also allow a player to hit the ball more than once. Sometimes novices get more enjoyment if allowed to play the ball on the first bounce. Arrange for two good teams from a Y or another playground to play exhibition games. Start a four team league among your people even though they play poorly and are not greatly interested.

Question: How can I stimulate interest in track and field sports? A few of my boys like these sports but most of them are indifferent.

Answer: Get four enthusiasts together and ask them to help. Then propose that each head a team. Each selects a color, say Red, Blue, Green, and White. Get a large card of each color. On these cards enter the names as selected by the leaders. Each team will be divided into weight or height classes. Have a meet each week for each class—with only three events. Score a point for each man who participates. Additional points to be credited to individuals and teams for winning events on the basis of three points for a first, two points for a second and one point for a third. Keep individual and team totals posted on the cards. Each team leader is encouraged to add members to his team and since the point total depends on the number who participate rather than on ability to win, captains will scout for men. This plan can run for a whole summer or for a few weeks before a big inter-playground meet. It may not work perfectly but it will stimulate interest in track sports.

Playground Helps

● A final reminder about some of the inexpensive guides designed to help you in your summer playground program.

Games for the Playground . . . . $.25
(Some typical active and quiet games for children from six to fourteen years of age)

Conduct of Playgrounds 25
(A practical guide for the playground worker)

88 Successful Play Activities 60
Suggestions for an Amateur Circus . .25

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Question: Another playground worker and I can not agree on the subject of treating minor injuries. He contends that we should ignore them while I feel that because of the danger of infection we should regard injuries as important. What do you think about it?

Answer: Perhaps there is some merit in both points of view. Certainly cuts, scratches, blisters, and bruises should receive attention. But would you say that a recreation leader is justified in leaving a happy group to its own resources while he gets iodine, bandages, soap and water and proceeds to do an artistic job of first aid? Is he employed as a recreation leader or a bandager?

Your playground might conduct a First Aid Class and follow it up by organizing a First Aid Corps of boys and girls whose duty would be to

"How To Produce a Play"

» » A series of articles by Jack Stuart Knapp which first appeared in a number of issues of RECREATION have been brought together in a booklet just off the press.

» » Choosing and casting the play; the rehearsals; the final performance; suggestions for costuming, make-up, lighting and scenery, make this an exceedingly practical, helpful book for the inexperienced play director.

Price $.50

●

National Recreation Association
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New York City

take care of injuries. Thus the director is able to give his attention to his primary duties and at the same time know that necessary first aid is properly handled.

A Community Goes Vacationing

(Continued from page 248)

ball on at least two of the four fields, a crowd in attendance.

Climaxing weeks of baseball playing and an eager watching of the League scores, came the annual event of the season for the boys—the trip to see the Phillies play St. Louis. Three hundred boys piled into cars driven by Rotary and Y. M. C. A. club members to drive to the Philadelphia Ball Park.

Picnics and Camping

Nearly as momentous events were the picnics. Early on the morning of the day set, children began to arrive singly, in groups or with parents, all with bathing suits and lunch. After an hour on the bus, made gay by singing, the groups reached a wooded spot by a lake. Mothers spread blankets and sat and read, mended or chatted; children dashed off to change to the bathing suits in which they spent the rest of the day. Only at noon did they come out of the water to put away incredible quantities of food. Then followed rest and games before a final swim, and the trip home.

• A winter of knot tying, trail signs and nature study, suddenly came to life for the Girl Scouts with their initiation to overnight camping. Preceded by an all day trip that included hiking, swimming and cooking out and by a day in an organized camp, the overnight trip promised to be a marked success. The girls were taken in a bus with blankets and food some fifteen miles from Moorestown. They then walked through pine woods for a mile and a half to a suitable camp site. There was time for a swim before beds were made and supper prepared. Then followed an evening of singing about the evening fire, a marshmallow roast, and perhaps the most exciting of all —sleeping out all night! In the morning a dip in the lake was followed by a breakfast of crisp bacon and eggs hot from the frying pan. Sleeping out was great fun in the opinion of the girls and the next trip was eagerly anticipated.

For 1937—What?

And what of this year, 1937? So many things are possible that each crowds the other for attention. Nature study through twilight and star hikes, early morning camp breakfasts and puppetry are sure to be three additions to the program. The craft shop will have another session at each center devoted to stage craft and the making and dressing of the puppets, while an afternoon group will use the puppets in dramatizing such favorite stories as "Cinderella" and "Little Red Riding Hood." The Girl Souts are already planning for a week-end camp and a day's canoe trip. Bicycle trips, novice tennis tournaments and

Service Helps

(Continued from the June issue of RECREATION)

Fred Medart Manufacturing Company, St. Louis, Mo., pioneer manufacturer of equipment and apparatus used by children in schools, parks and playgrounds, reports an unusual degree of interest and activity this season, on the part of buyers in both new equipment and replacement parts. This observation includes both the Medart line of Playground Apparatus and the Medart line of Water Sports Equipment. This manufacturer offers a Playground Apparatus Catalog No. P-3 and a new Water Sports Equipment Catalog No. W.S. 1. Complete engineering service embracing analysis of proposed layouts and recommendations based on "Medart's" 64 years of experience is available without obligation to all interested parties.

stunt swimming meets will be open affairs. Thus we shall enlarge our experimental program, every activity being carefully considered before being accepted for a program designed to utilize our community's resources and interests to the utmost.

"You're On the Air!"

(Continued from page 252)

musical interludes ("bridges," in radio parlance) which indicate changes of scene and lapses of time. Otherwise the interludes are inserted from recordings. Appropriate standard musical selections may be used, or, even better, music written and recorded especially for such programs, each record being designed to fit a particular situation, such as "Omens" (mystery), "Orientale," "Agitato" (emotional tension), and "Rushing Waters" excitement).

These brief notes on some of the aspects of radio dramatic production will reveal how interesting broadcast plays really are—for the director, for the players themselves, who must convey every idea and emotion by word of mouth, and for the technical crew, to whom each play brings new sound effect requirements which must be met if realism is to be achieved. But the activities of the group need not be confined to the studio. Most people are in total ignorance of what goes on in the studio while their favorite dramatic hour is being produced. Therefore they welcome an opportunity to witness a "behind the scenes in radio" program in which the mysteries of the broadcast drama are explained. The author's amateur company has made many successful "personal appearances" before clubs and other organizations in which, with the aid of a microphone and all the varied sound devices, actual demonstrations are given of the technique of radio play production.

Nor need amateur dramatic groups exist for their own sake alone. They are in constant demand to aid in various publicity campaigns such as those attendant to community chest drives. Radio dramatizations of welfare work have been notably successful; during one campaign a year or two ago, the Chicago Associated Charities used about a score of such playlets, which have been mimeographed for adaptation and use by similar organizations throughout the country. And it often happens that successful play-casters are engaged by commercial sponsors. For example,

(Continued on page 270)

"The Five Day Week Brings Opportunity"

THE DISCUSSION of industrial men at the Congress in Atlantic City centered around these words: "Five Day Week Brings Opportunity." "Although we do not know yet how this time will be filled," they said, "it is obvious that picnics and outings will form a greater part of the summer program. The Saturday holiday is expected to result in recreation being sought farther from home."

The industrial world was shocked a few weeks ago when the Carnegie Illinois Steel Company reduced its work week from 48 to 40 hours. Other companies followed its example. Carnegie Illinois with 100,000 employees, thus set free 800,000 leisure hours a week or 41,600,000 leisure hours a year! The recent action by other companies would add their quota thereby enlarging the opportunity. The industrial group foresees that the five-day week will change the whole nature of industry's leisure time opportunity. Adult and family recreation leap into prominence. Parks, camping, picnic trails have new significance for workers when they with their families can go out for a week-end of two full days. Having two days together makes possible many types of recreation which are not possible during other spare hours.

Now is the time for careful thinking and planning for the best use of the rapidly growing leisure period in American life. All of the evidence points to more and more organizations adopting the five day plan.

France, on one week's notice declared a national five day week, effective April 1st last. Most workers get Saturday and Sunday off, but shops and department stores close on Sunday and Monday. The people were not prepared for such sudden action. Shopping districts were deserted and crowds spent the extra day strolling along the broad avenue of the Champs Elysee, and in the parks. Lots of leisure and nothing to do! Shop keepers were indignant. Workers refused to discuss the question with an American reporter because, they said, "the change is so great that a new mode of life would be necessary." Thrifty housewives were afraid the change would take money from the home to be spent in drink. The men are not so much concerned. Fishing in the Seine, suburban gardens for the better class and sports for youth are immediate subjects of discussion.

France's Minister of Leisure, Leo LaGrange,

faces a critical decision. Will he study the rigid militaristic development of physical recreation in Russia, Germany and Italy? Will he look to England who, deeply concerned about the physical welfare of her youth, now plans to spend $10,000,000 primarily for the development of facilities for recreation? (This concern arose unfortunately over a condition that was revealed in military recruiting efforts). Or will France face her leisure problem with its humane aspects uppermost—seeking opportunities for better living for her people rather than deliberately building sturdy bodies for cannon fodder. Other European nations prepare through recreation for war and death. May France prepare for peace and life!

You're On the Air!

(Continued from page 269)

the various motion picture companies prepare fifteen-minute dramatic scripts based upon their new films, which they supply to the theaters booking the pictures. The theater managers, recognizing the advertising value of these radio previews, engage the local amateur radio group to produce them in advance of the showing of the films.

Thus broadcast sketches offer a novel and highly interesting activity for any group which is looking for new fields to conquer or for means of becoming more familiar with the world behind the microphone. Few recreational activities provide greater thrills than that of the moment when the winking of a light below the microphone signals, "You're on the air," or more genuine satisfaction than that which the entire group feels when the musical curtain has fallen on what has proved to be an adequate presentation of a well-written radio play.

Badminton

(Continued from page 254)

B. Hit shot at opening left by opponent's rush.
C. Attempt to drive shot down side line.
D. Drop shot by blocking bird toward front corners.
E. Let bird drop down below waist.

IV. Lob Shots

A. Make a lob "clear"—that is make it high and long.
   1. High enough to clear opponent's maximum reach.
   2. Within 5 feet of back line.
B. A lob which falls in center court is a lost point.
C. After lobbing—hurry to center court position.
D. An excellent defensive maneuver to recover position.
E. Try to disguise shot when possible.

V. Soft Shots

A. Should always be aimed with 12 inches of junction of net and side line.
B. Should be aimed within 4 inches of top of net.
C. When playing a soft shot from the opponent, a good policy is to try to drop the shot in the opposite corner by a low flat shot along the net.
D. The soft shot can be delayed to add deception.
E. Use the soft shot mixed with other shots—vary the play.

VI. The Smash

A. Should be for an ace.
B. Hit full and hard.
C. Alternative placements:
   1. Along forehand side line.
   2. Along backhand sideline.
   3. At opponent's feet.
D. Try to force opponent to raise his return shot for a second smash.
E. Must be used at proper moment for efficiency.
F. Play all short lobs or short lob services with a smash.
G. Is not fully effective from back court.

VII. General Tactics

A. Maintain center court position.
B. Disguise your intention on every shot possible.
C. Make your opponent declare himself—then hit behind him.
D. Don't allow your footwork to betray you.
E. Try to anticipate your opponent.
F. Vary the game—don't use the same stroke in the same situation every time it occurs.
G. Use the wrist as a swivel for quick directional changes of shots.
H. Smash for put-away shots.
I. The best defense against a smash is to simply block it.
J. The best defense is a good offense.
K. Watch the bird closely.
L. Nearly every player has a habituated reaction to certain situations—use them to your advantage.

New Publications in the Leisure Time Field

"First Aids for the Naturalist That Fit the Pocketbook"

ome inexpensive nature material by William Gould Vinal. W. F. Humphrey Press Inc., Geneva, New York.

NATURE RECREATION IN A NUTSHELL" might well be the title of this collection of material which play-round leaders who are developing nature activities will nd invaluable. The following inexpensive leaflets and mphlets are available: *Nature Games, 1936,* 32 pages, cents each—in quantities of 100, 8 cents each; *The ature Guides Dictionary, 1936,* 17 pages, 10 cents each in quantities of 100, 8 cents each; *Bird Calendar, Key d Check-List, 1937,* two for 5 cents—in quantities of 0, 2 cents each; *Tree Calendar, Key and Check-List, 37,* two for 5 cents—in quantities of 100, 2 cents each.

Investing Leisure Time

y Frank H. Cheley. The University Society, Inc., New York City. Paperbound, $.60; cloth, $1.00.

THIS BOOK is one of the personal engineering series pre- pared under the supervision of the Editorial Board of e University Society. It presents the significance and ilosophy of play not only in reference to the individual's rsonal happiness but his usefulness to his friends and sociates and the age in which he is living. The book is stimulating one for the individual in choosing the forms recreation best adapted to his needs and interests. The ction dealing with hobbies is particularly helpful.

Touring with Tent and Trailer

y Winfield A. Kimball and Maurice H. Decker. Mc- Graw-Hill Book Company, Inc., New York City. $2.50.

F YOU ARE PLANNING a tour with tent and trailer, your first investment may well be this book which will tell ou how to travel comfortably, enjoyably and economi- lly! It will save the new trailer tourist many mistakes telling him what not to take, how and where to camp d other essentials of touring. The book gives an out- ne of the best travel routes and hints for caring for the otor while traveling. There are special chapters on omen motor campers and camping with small children.

Swinging into Golf

y Ernest Jones and Innis Brown. McGraw-Hill Book Company, Inc., New York City. $2.00.

ART I OF THIS PRACTICAL BOOK is devoted to an expo- sition of the swing technique, and there are diagrams d pictures to illustrate the various points which Mr. nes brings out so clearly. Part II deals with general bservations and comparisons of the Jones' system with her methods.

Dramatic Tournaments in the Secondary Schools

By Magdalene E. Kramer, Ph.D. Bureau of Publications, Teachers' College, Columbia University. $1.85.

"THE DRAMATIC TOURNAMENT, as an activity in the sec- ondary schools, is rapidly expanding and is absorb- ing an increasing amount of the time and energy of both students and teachers. Furthermore, it is the center of a controversy which has arisen among educators regarding the evils and the values alleged to be associated with it." With these facts in mind the author sets out to deter- mine what are the educational values of the tournament in order to make specific recommendations regarding the place of such tournaments in the secondary school pro- gram. A careful inquiry as to actual practice in this field has been made and the resulting facts set forth. Teachers and directors of tournaments have been quizzed and their opinions are listed and appraised. Interesting and important questions are raised. How are tourna- ments organized and conducted? What is the effect of the extra work load on students and teachers? How are tournament judges chosen? What awards are given? What is the effect of competition in tournaments? What are the real educational values of such tournaments? These and many other questions are answered in the questionnaires from the field and evaluated by the author.

Young Children in European Countries

By Mary Dabney Davis. Bulletin No. 2, United States Department of the Interior. Government Printing Of- fice, Washington, D. C. $.15.

THIS REPORT IS A RESULT of a study by Mary Dabney Davis of programs for young children in a number of foreign countries. Miss Davis, who has been developing the Emergency Nursery School Project in this country, secured information by personal visits to England, Scot- land, Belgium, Holland, Italy, Austria and Hungary, Czechoslovakia, the Soviet Union and Poland. Her re- port is an exceedingly interesting and informative docu- ment on nursery schools and similar developments for little children.

Stunts with Numbers, Games and Cards

By William M. June. Bodley and Pike, 105 Canal Street, Syracuse, New York. $.25.

HERE IS A HANDBOOK of stunts and games which may be played anywhere at any time with little preparation or equipment. In addition to the mental games offered, there is an interesting account of the origin of numbers.

Preventing Crime.

A Symposium. Edited by Sheldon and Eleanor Glueck. McGraw-Hill Book Company, Inc., New York City. $4.00.

One of the most hopeful signs of the time is the growing interest on the part of all classes of citizens in the question of delinquency and crime prevention. Citizens' organizations of many kinds are being formed throughout the country and many books have recently been written on the subject. One of the most comprehensive of these publications is *Preventing Crime* by the Gluecks. It is a volume of more than 500 pages dealing with the philosophy and principles of crime prevention and the various methods which have been devised to cope with the delinquency problem. The types of experience have been carefully selected and grouped under six major headings, with examples of each. These headings are: Coordinated Community Programs; School Programs; Police Programs; Intra-Mural Guidance Programs; Extra-Mural Guidance Programs; Boys' Clubs and Recreation Programs. As a guide for workers the Gluecks set down definite principles for crime prevention. A study of these programs indicates clearly that there is no one complete answer to the delinquency prevention problem and that there is necessity for more complete coordination of all preventive agencies. The evidence of aroused citizen interest and of a new experimental attitude is encouraging.

Costumes for the Dance.

By Betty Joiner. A. S. Barnes and Company, New York City. $2.75.

The purpose of this book is "to aid the teacher and dancer to appreciate and achieve the definite unity between the design of the dance and the design of the costume." There are six plates in full color containing ten individual costumes together wtih forty-eight line and wash drawings. The pattern drawings and directions on how to make costumes out of inexpensive material make the book esssentially practical.

A Directory of Organiations in the Field of Public Administration—1936.

Public Administration Clearing House, 850 E. 58th St., Chicago, Ill. $1.00.

The past few decades have seen an impressive growth in the number of voluntary associations, organizations and agencies concerned with questions of public administration. This volume lists and describes more than 500 national organizations of public officials and national organizations active in this important field, including some thirty or more formed since 1934. The directory is a guide to sources of information on all types of governmental problems.

The Picnic.

Story by James S. Tippett. Illustrations by Samuel J. Brown. E. M. Hale and Company, Milwaukee. $.15.

Here is another of the Picture Scripts series issued under the sponsorship of the cooperating editors at Lincoln School, Teachers College, Columbia University. This time it is a jolly, delightfully illustrated booklet showing little Negro children on a picnic.

The American School and University—1937.

American School Publishing Corporation, 470 Fourth Avenue, New York, N. Y. $5.00.

The increasing emphasis upon play in the school curriculum and the growing community use of school buildings are reflected in the ninth annual edition of this publication. Recreation workers will find much of interest throughout the entire volume. Of special value, however, are such articles as: "Principles of Effective Planting of School Grounds" which contains many pract suggestions which are applicable to play areas: Score Card for Measuring Physical Education Fac ties" which suggests the relative value of various f tures of physical education buildings; and the practi and very helpful article "Outdoor Areas and Facili for Physical Education—Their Planning and Mair nance" which is accompanied by excellent illustrati and plans of school play areas in Pasadena, Califor Particularly useful also is the comprehensive directory university, college and school officials and the list architects and landscape architects who have had expe ence in the designing of school grounds and buildin The entire volume is logically and attractively arrang carefully indexed, and should be a valuable addition the reference library.

Play Days.

By Clara I. Judson. Grosset and Dunlap, Inc., N York City.

The happy adventures of three very small playma are described in this charmingly illustrated book which addressed to children.

Designing with Wild Flowers.

By Nettie S. Smith. Obtainable from the Girl Sco Equipment Service, 14 West 49th Street, New Yo $.95.

"An excellent book has just come to our attention th will be of inestimable help to those timid souls w 'cant draw a straight line' and just know they ca create their own designs. It is *Designing with Wi Flowers* by Nettie S. Smith. The steps by which naturalistic flower drawing may be conventionalized in simple patterns are made so interesting and so excitin that we wonder why we haven't had the fun of playin this game brought to our attention long before this. T us it looks as though Miss Smith might have been o serving Dr. Vinal and Mr. Staples at their pranks a had put her observations into this charming book." Reviewed by *Chester G. Marsh.*

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hoto by Wallace Hutchinson *Courtesy U. S. Forest Service*

To August

August,
Little gypsy,
Gaily dancing by . . .
Did you loan
Your crimson dress
To the sunset sky?

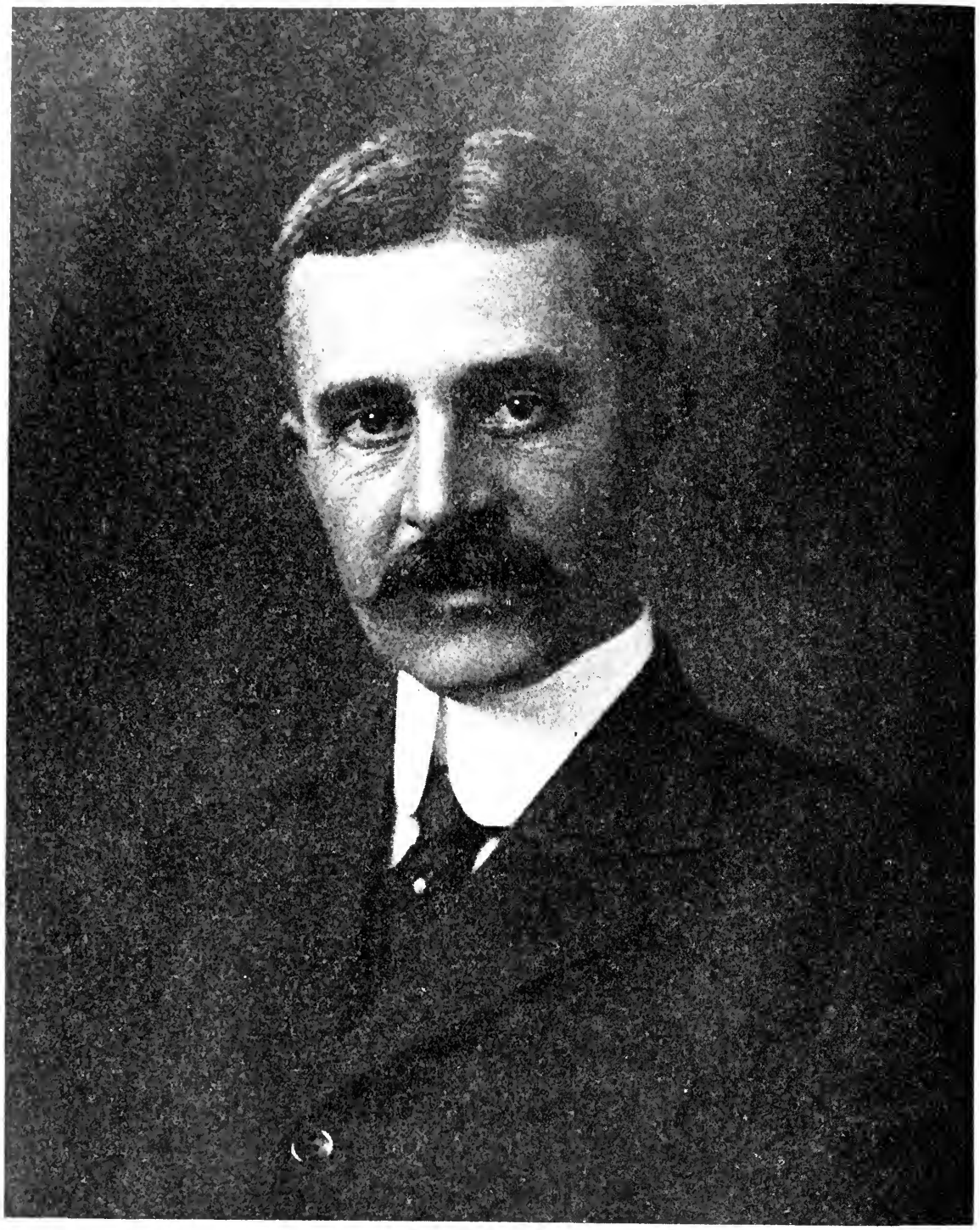
To the tiny
Dandelions,
Bathed in summer air . . .
Did you give
That golden band,
Tied around your hair?

Did you send
A bit of gay
Laughter from your eyes . . .
To the starlets,
Softly nestling
In the evening skies?

August,
Little gypsy,
Dancing on the grass . . .
Won't you leave me
Bits of dreams,
As you gaily pass?

By Carol Colburn,
Pomona, California.

From "Some Poems by Camp Fire Girls."



CLARENCE M. CLARK
Member, Board of Directors
National Recreation Association
1916 — 1937

Clarence M. Clark

CLARENCE M. CLARK, as a member of the Board of Directors, gave generously of himself and of his time day after day in the work of the National Recreation Association. No detail was overlooked. No pains were too great if he could advance the recreation movement. He gave the same care to working on the problems of the Association that he gave to his private business. He avoided all recognition for himself.

He gladly accepted responsibility for the money-raising efforts for the Association in Philadelphia, not hesitating to ask others to contribute because he was giving generously himself. He helped in calling upon other public-spirited citizens to talk about the work. He refused on certain occasions to take on other responsibilities because as he stated, "I am afraid that would interfere with my work for the National Recreation Association which must come first."

He looked after the investment of funds bequeathed to the Association. Not only did he attend Board meetings and committee meetings regularly for more than twenty-one years—he also gave time to individual conferences. Of his own initiative he came frequently to the offices of the Association to run over problems and give encouragement to the staff. To the members of the staff who worked with him he was always as a kind father.

The field of sport and its values he knew from active participation. He had been one of the nation's leading tennis players.

Most of all Mr. Clark helped by what he was, carrying always a rare spirit that made association with him a delight. The memory of service with him will always be treasured by his associates. His life gave out no confused note. There was nothing hidden. He so lived that all had more confidence in the common life of humanity.

HOWARD BRAUCHER.

Recreation—a Factor in Helping Maladjusted Individuals

By I. M. ALTARAZ, *Ph.D.*

Dr. Altaraz, who is founder and director of the Altaraz School for Personality Development at Great Barrington, Massachusetts, gave this paper at a meeting of the New Jersey State Recreation Executives' Association held in April. Dr. Altaraz has contributed before to RECREATION. The April 1935 issue contained an article by him entitled "Planning for Recreation."

TO UNDERSTAND what is meant by emotionally maladjusted, it should be clearly stated that emotions are currents which become part of all human functioning. They are similar to electric currents flowing from battery to bulb, or from dynamo to some part of the machine. Emotions are to human life what power and heat and light are to machinery, the source of all forms of current. An individual would, therefore, be emotionally balanced when his currents of power, warmth and heat are working so well that he could meet various situations of life successfully and, if I may use the term, more gracefully. If adjustment is the metabolism of human life, basic to all normal living, maladjustment is the disfunctioning of this process and results in difficulties surrounding work, love or social contacts.

Variability of Individuals and Their Emotional Problems

If you accept these concepts of emotion and maladjustment you will readily see that the forms of emotional maladjustment are as different and manifold as individuals themselves are varied. Individuals differ not only as to physical type but even as to the type of rhythm they employ in meeting life. When the rhythm is disturbed we say the individual is maladjusted. We mean by this to say that either within the individual himself or in his social and community contacts difficulties exist which militate to make this individual unhappy.

Sources of Maladjustment

The first source of emotional maladjustment, in my opinion, is to be found in the type of the individual himself, in the functioning and structure of his own body-mind. It seems to be true that almost every individual is born with one or more inferior organs. This may be in the circulatory system, in the digestive apparatus or in the reproductive organs, but wherever the function and structure of the individual is faulty there seems to result some fault in adjustment.

The second source of maladjustment I have found to be in the racial background. Here we know again that many people emigrating from one country to another find it difficult to adjust themselves to new conditions. Even within the same country we often see members of old families finding it very trying to accept certain forms of dynamic living. That is why we have witnessed the growth of suburbs or areas of segregation within the city where people establish themselves in neighborhoods because of the same racial or family characteristics.

The third source of maladjustment is to be found in the process of learning, or what may be termed academic education. It is generally accepted that the scholastic curriculum is based on the idea that all human beings from kindergarten to university are able to absorb and respond to the same outlines of study and academic requirements. But experience shows that the learning capacity of every child may be different not only as to the quantity of knowledge he can absorb but as to variety of subject. Certainly the failure of scholastic curricula to meet these differences results in emotional maladjustment.

As the fourth source of maladjustment we list in the home conditions into which the individual is born. Many a child is born into a home environment which is not helpful to the unfolding of his own potentialities. Into a family of college graduates concentrating on academic aspirations

how often we find a child born whose best contribution to the world will not be in academic areas. Similarly, in law-abiding families we find destructive and delinquent children. We cannot say it is the fault of the parents, and certainly it is no fault of the child, but the rhythm of living of each individual is so uniquely personal that an unwillingness on his part to give up his own interests and to accept fully the patterns of his environment again causes first, conflict, and then maladjustment.

Another source of maladjustment lies in the adjustments pertaining to growth from childhood through adulthood on to old age. Whatever new situations the human dynamo has to meet may be a new source or cause of emotional disturbance; disharmony or uncertainty, whether in school, love, marriage or job finding, may cause real feelings of uncertainty and unhappiness.

The sixth source of emotional maladjustment may be discovered in the form of the community that we live in, whether it be urban or rural. The organization of the community, the activities going on there, and the opportunities it offers make either for greater or lesser balancing of emotional life as they provide leaders and outlets to meet the needs of those who are a part of it.

Diagnostic Indications of Maladjustment

Since we have defined what we mean by emotional maladjustment and given some attention to the sources from which it may arise, we are now ready to recognize that the particular tendencies of the individual, as well as his interests, goals and his general environment, are of great importance in the establishment of emotional balance. To the degree that we understand that individuals cannot be placed in categories merely descriptive of their obvious characteristics and also that latent interests, unused abilities, functional disturbances, temperamental reactions are of the greatest diagnostic value, only to that degree can we hope to successfully guide and adapt the situation to meet the needs.

Some Accepted Methods of Handling Emotional Maladjustment

Let us look at a few accepted methods in the handling of emotional maladjustment. We think immediately of the use of the home, school, psychiatrist, psychologist and social agency. Depending on one's economic status as well as one's knowledge of community resources we have always thought in terms of handling emotional maladjustment through clinics, sanatoria, visiting teachers, visiting nurses, special schools and a whole battery of agencies well known to you.

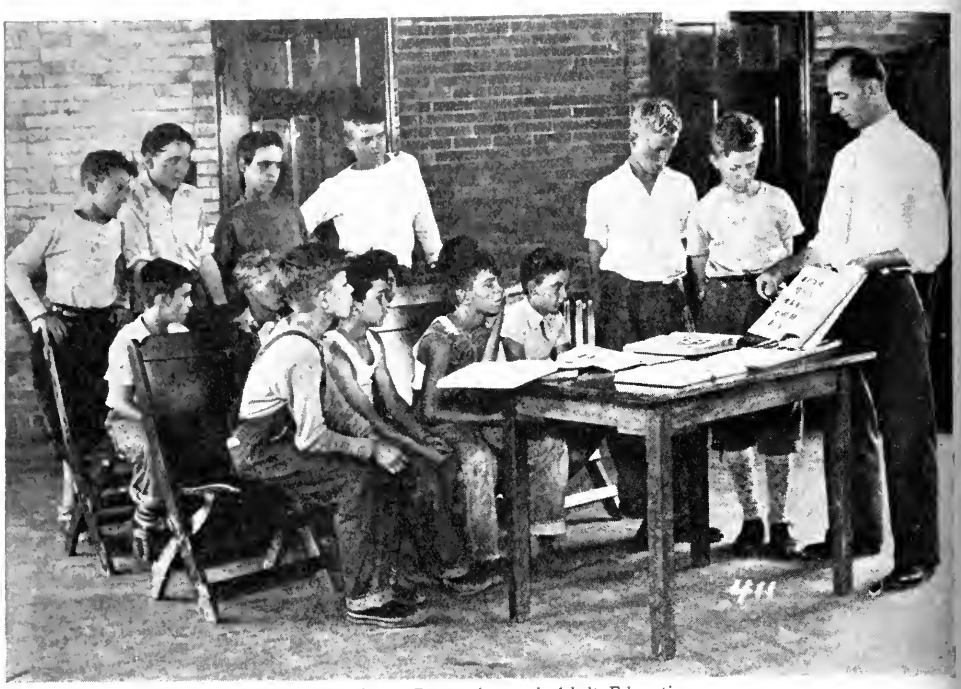
I wish to make my feeling in this matter very clear. I am fully aware of the value which your present varied approaches have in diagnosing, guiding and treating maladjusted individuals. But I am also aware of the great limitations put upon you by pressure of time and general economic conditions. We must consider the relative resistance to change that most homes offer; the conditions of overcrowding and time limitations in schools, and the tendency to use a diagnostic label as an end in itself rather than as a point of departure for treatment.

Now let us look at a new—and yet very old—tool in the handling of emotional maladjustment. Let us remember that recreation is not a superimposed technique of living but a very old law of life itself. We find it expressed in various ways throughout the history of man. In the rest and vegetation periods of plant life we see nature using recreation as a tool. In animal life we have only to spend a day with a herd of cattle to see animal life recreating itself. Man, too, has an old and long history in his use of recreation. At different times and through different periods it has been used differently. In recent times recreation has become identified with relaxation and leisure. Unfortunately, however, leisure still tends to be the right of only a privileged group and so it becomes our great concern to not only enlarge the group privileged to enjoy recreation but to multiply the forms and experiences of recreation. Must we not also see that even if we were able to give leisure to 50% more of the population, a knowledge of how to use this leisure would be wanting? We are therefore today talking of a most important need of modern life and focusing our attention on how we may develop recreation not only as a resource that is complementary to other tools now used but as a dynamic, integral part of life.

"Recreation is a process in directing human energies into creative and satisfying channels. As such it deals with the discovery of outlets for surplus energies, not only for the purpose of keeping some one out of mischief, but also with the intention of finding personal satisfaction for the individual, a legitimate satisfaction which will lead him into many forms of adjustment and a happy life."

A New Concept of Recreation

A cardinal principle which seems to me of tremendous



Courtesy Milwaukee Department of Municipal Recreation and Adult Education

These boys have discovered that stamp collecting offers a fascinating hobby

importance is that recreation can never be found separated from occupation, vocation or what is generally termed one's daily life work. We all know that work is a blessing and a natural need of the human normally functioning body—just as natural as food, water, sunshine or sleep. The plan of nature calls for a healthy body plus work and recreation.

Theoretically, work was always meant to be creative or productive of something within the capacity of the individual. But instead we find that it tends to become only a means of making a living, a drudgery. Recreation therefore becomes a necessity as a matter of mental health and social adjustment. It is true to an amazing extent that people who are using creativeness in their daily work do not really need recreation, in its ordinary meaning, except for occasional replenishment of their energies through food, air, sleep and social exchange. Whereas for people whose energies are used mechanically and uncreatively, recreation becomes a matter of absolute necessity, of life and death. We find among the industrial workers, the white collar class, laborers, housework ers, nurses, even teachers and social workers, a constant need to create something which they always wished to do—something outside of their work. For them it is not sufficient to supply activity programs, neither is it enough to offer lectures and courses called adult education, although no one denies their value. I feel very keenly that recreation must be something more, something more personal and essential to them. Here one thinks of gardening, raising of poultry, care and breeding of animals, wood carving, modelling, pottery, weaving. For some, learning to play an instrument, choral singing, drama, dance, photography, painting, interior decoration are among these personal experiences which may be used so effectively as recreation. Over and over again it has been shown to be true that work shops rather than lecture rooms result in deeply satisfying recreational experiences.

Adult and Child Recreation

When one thinks of recreation specifically and not generally, one differentiates between recreation for the adult and recreation for child. Here again it is to be understood that every period of life, the pre-school period, adolescence, middle age, have their own needs which must be understood from the recreational point of view.

Let us consider for a moment the recreational needs of the adolescent, whose energies must be utilized. The adolescent has been analyzed as an individual detached from the social group as a whole, but the solution of his adolescent problems must be found in terms of group activity. Youth tells us this itself by organizing into groups of gangs, scouts or secret societies, when left alone to its own resources. Proper leadership ought to foster these expressions through mass meetings, either in school buildings or in large public halls. Here registration should be made, asking the

youth their interests and desires, how they would like to spend leisure time, what their past experiences in recreation have been. Then large tracts of land should be offered for cultivation, woodland for clearing and for chopping down dead trees, and opportunity given to construct buildings on this tract. What joy and readiness for these projects I have seen! Boys want to feel their muscles grow and want to go home with the feeling of achievement.

For those who show interest in collecting stamps, coins, stones, insects, or plants, recreation leaders should not only be available to guide these interests but alert to anticipate such needs even if unexpressed. Subjects such as woodcarving, pottery, metal and leather work, weaving, painting and drawing, call for studios with competent teachers and usable materials. Choral singing, the playing of musical instruments, group or solo dancing, drama, all meet the daily needs of the adolescent. Exhibitions, recitals, pageants should be given frequently so as to give youth its opportunity to show off in a wholesome and legitimate way. I have developed my own phrase for this—"legalizing illegal impulses." We all recognize that expenditures connected with such a programme would cost the community far less than the time wasted, money spent and human energies used thus far to repair maladjusted youth.

Adolescent needs for recreation can be handled in groups as well as on an individual basis. I am thinking here of an experiment that took place under my supervision and guidance in a large public school situated in Lee, Massachusetts.

It was only a year ago that in a school of 900 children, from 200 to 300 children were found to be anxious to get together every Saturday morning to experience creative adventures of the kind I have been describing. Officially, the experiment was called the "hobby classes." Through a period of a school year every Saturday morning the children gathered in an old gymnasium, distributing themselves as they wished at separate tables, covering about twenty different arts and crafts. In the middle of the floor gathered those who were not interested in manual expressions, but were interested in physical activity as it developed through folk dancing and ballet dancing. Those who were interested either in choral or solo singing assembled around the piano. Others were working on puppets, marionettes, wood and soap carving, painting, drawing, bookbinding, modelling, embroidering and crocheting. Out of this group a professional company of puppeteers was established which is still active and successful. Many children still continue these crafts and artistic interests in their homes. During that winter of 1935-36 a few public demonstrations were given before audiences of a few hundred people. Parents, teachers and community leaders all took part in the fascinating recreational project.

Recreation for Maladjusted Individuals

I have kept you waiting a long time to share with you my own experiences in the use of recreation as a special technique in solving emotional maladjustment. You will recognize that I have done this purposely so that all of us will focus our energies and talents on the use of recreation as an unrecognized tremendous force in the *prevention* of maladjustment. You will remember that I used as an illustration a moment ago both individual as well as group work with adolescents in this preventive sense. If we now think in terms of recreation as a remedy for already developed maladjustment, I would like to have you consider this principle—that recreation as a technique in handling already developed maladjustment is the process of redirecting into creative and satisfying channels energies functioning in a disintegrating manner. I have a number of illustrations for you to consider in terms of not only the described situation but also in terms of the underlying concept.

I recall an individual who had to handle or touch everything that came within his sight. When there were not enough things around him he began to annoy

At the recent International Labor Office Conference, Harold Butler, its director, pled for a shorter working week because of the need for greater leisure and more sport. He urged that the nervous strain caused by machines on the human organism made this necessary. The nervous organism has been built up over tens of thousands of years to meet conditions in which no human being could move faster than a horse. Now all this is changed. "England became the first sporting country," Dr. Butler suggested, "not because the English had a peculiar gift for ball games, but because they were the first to be called on to resist the impact of urban industrialism. Sport is a substitute for physical exercise which manual labor used to provide, or which the eighteenth century merchant or lawyer obtained by riding about his business on horseback."—*New York Times*, June 15, 1937.

and tease people. It occurred to me that plasteline and clay are interesting materials which human hands may handle, form, transform, mishandle, in a constructive way. It was pliable, plastic material. It gave in. And sure enough, as soon as this material was put into the hands of that individual, he discovered that there was such a thing as satisfying the desire to press, form and handle something without harm and injury, and with great personal satisfaction. This discovery of legitimate satisfaction of his own illegal impulses led this individual into many more forms of adjustment and re-education.

I remember another individual who loved to inflict pain either through his talk or by physical aggressiveness. Here wood-carving and hammering into metal with proper tools, carving satisfied his repressed emotions to such an extent that he ceased to continue his anti-social behavior.

The need to make faces, stick out one's tongue, and the displaying of deformities of the extremities suggest the fostering of fantastic or descriptive dancing. Dramatic interests and a desire to act may be another outlet for such evidences of maladjustment. We must recognize that by releasing through drama, pantomime, mimicry and comedy the surplus energy which is expressed in anti-social forms, we legalize the need and provide a stimulating, growing and satisfying reaction in the individual.

One thinks in this connection of the frequently encountered lonely individual maladjusted as to his social amiability. His characteristics may be described as sulkiness, or day-dreaming, or bookishness. Experience shows us that a successful start may be made to re-orient him if he can be made to transfer the energies he consumes within himself to something in the real world outside of himself. The dreamy girl who sits for hours looking at faraway hills is offered a little patch of land not too close to the main house where she tries to raise a few flowers. Watering them, nursing them, the flowers finally grow, and soon she approaches us with a gift—a handful of posies. Others, too, soon receive gifts from her garden, and finally we see her sufficiently cured of her former interest in herself only to the extent that she is the leader of a small class in gardening.

One more example — it is difficult to resist going through the long list of those whom I have seen grow strong and well on the wings of recreation — I remember clearly a young woman who came to me in a most unhappy frame of mind and in a miserably run-down physical condition. A competent housewife, an energetic mother, a devoted wife, she was finding herself, at the time of our first contact, full of resentment as to her duties at home; irked with the business demands on her husband and irritated by her youngster's vivacious personality. She was tired of planning meals, washing dishes, darning socks, and asking her husband "how everything was." She had lost her interest in keeping her hair orderly; she didn't care whether she said "good morning" or not to her next door neighbor. She knew well enough that the possibilities for happiness were numerous, but was too indifferent, it seemed, to care to do anything about it.

We recognized from the start that some medical care was needed. We also helped her husband to appreciate the part that physical tiredness played in her mental and emotional maladjustment. We released her for three hours each afternoon from every care and worry. But in addition to providing her with leisure we learned that she had wished from the time she was 15 years old that she could give a good deal of time to the study and pursuit of music. A piano was found and some old music books were dug out of the trunk. First an hour a day, then two and three at the piano.

The end of one year presents to you a new picture. Housework is done efficiently and willingly; a system of meal planning and preparing has been developed which permits a two-hour free period every afternoon for piano or attendance at an occasional concert. Even the baby has been heard to pick out a few notes while his mother cooks or sews. Our friend has released from within herself a tremendous current of unused energy. She has "re-created" herself through recreation.

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A MESSAGE TO RECREATION WORKERS

"All of you here today are engaged in the recreation field or in some allied area. Does it sometimes occur to you that if we are to believe in the value of creative personal experience for others we must enjoy these experiences ourselves? How many of you here today have experienced the personal glow of recreating yourself through a minuet, an hour at clay modelling, or an afternoon with paint and brush and easel? I exhort you not only on behalf of those you help professionally, but on behalf of your own health, growth and happiness, to embark immediately on the glorious adventure of creative personal experiences through recreation."—*Dr. Altaraz.*

The Park Conservation Program

The aims of the park conservation program are offered as an antidote to the devastating speed of our modern life

If we are to understand thoroughly the aims and objects of the park conservation program which is being carried out under the supervision of the National Park Service in cooperation with various federal relief agencies, states and local communities, we must know something of the social and economic factors which made such a program necessary. It was not born over night, nor of the brain of any one man or group of men. It is the outgrowth of fundamental human needs. It is an effort to meet those needs. It is tied up intimately with several movements that are to have tremendous significance in the future of American life. These movements, and the forces that brought them into existence, must have a word of explanation if we are to grasp the full import of the nation-wide park conservation program.

You have no doubt heard it said that this is the fastest age any generation has ever seen. It is almost as though the law of gravitation had suddenly become the law of modern civilization, that our forward speed is accelerated at the rate of so many new inventions, new social and economic fads and panaceas, so many new records smashed and old precedents broken per day or week or year. "That's fine," we say. "That's progress. Man must go forward else he and the civilization he has created will stagnate, degenerate."

But the more thoughtful are beginning to see the dangers of too much speed. In the mad race to get ahead we are liable to lose our sense of values, and instead of progressing on to finer and better things, to the Utopia that has been man's dream since the beginning of time, we may be creating a Frankenstein which will end up by destroying us. Occasionally there is need to pause and take stock, as the wise merchant does; a pause now and then to consider values might save many a futile chase after false Utopias.

Courtesy Parks and Recreation

Keeping Civilization on an Even Keel

In seeking a stabilizing force to help keep civilization on an even keel in its mad rush toward the promised land, our philosophers of wise living have seized on one of the products of our speeded-up economic system, the product called by the pessimist, unemployment, by the optimist, leisure. You have heard about "the challenge of the new leisure." Certainly it has been headlined enough during the last few years. It has been singled out as a great social problem, which, if not solved, will destroy the very foundation of our civilization; it has been embraced as the great social opportunity which, if wisely used, can solve most if not all our ills, from depressions to world wars.

This new leisure is the result of man's phenominal progress in improving his methods of production. These improved methods have enabled him, in fact they have forced him, to shorten working hours; they are credited with being the prime factor responsible for his unemployment problem. However that may be, no one disputes that they have, in one way or another, increased many fold man's total leisure time, thereby compelling him to modify and in some instances completely to abandon his pioneer doctrine that idleness is a sin and that the truly virtuous and faithful will find gainful occupation for every waking moment.

Mr. Robinson, Recreation Planner in Region One, National Park Service, delivered this address at the dedication of Laurel Hill Recreational Demonstration Project at Somerset, Pennsylvania.

By compelling him to accept this leisure it has presented him with a problem which, it is generally recognized, may become a social liability, but which, on the other hand, if properly used, may become a tremendous force in man's progress toward the happy and contented life that has, consciously or unconsciously, been his goal whether he be a Utopian dreamer or a hard-fisted seeker after wealth.

Every sane man wants to be happy. Some philosopher has said that the success of a man's life should be measured entirely by the yardstick of happiness, the happiness he gets out of living and the happiness he contributes to the lives of others. Some men are happy only at work, but that is because they have never learned how to play. Man should be happy at his job, but his interests should not be so confined that he must be engaged in it all his waking hours in order to avoid the misery and boredom of loneliness. Too many men either have never known how to play or else have forgotten. He who is so unfortunate is going to find himself a misfit in this new life of shorter working hours and more abundant leisure which the speed of progress has forced on him. Already we hear the argument being raised on all sides that society, through the state, must accept the responsibility for teaching man how to use his leisure time wisely, just as, in the early days of the American nation society undertook to teach man how to better use his latent abilities in the struggle to produce the necessities of life, then a real struggle, one that left little time for play. We hear it said, further, that not only must society teach man how to use wisely the leisure it is forcing on him, but that it must provide him an opportunity to exercise his knowledge, an opportunity to play the games he likes to play, to pursue the hobby which has become the absorbing interest of those hours he spends away from the job, to hike, study nature as God made it, unmolested by the hand of man, to enjoy the solitude, the grandeur, the soul-healing tonic of the wilderness, to participate in drama, and to sing, dance and live in the great out-of-doors.

Leisure, under this new conception, is the raw stuff from which all art, all play, everything that makes a life conscious of itself, must come. Leisure affords man the opportunity to escape once in a while from the clamor and hubbub of the civilization he has created, and to seek, as a healing tonic, the peaceful solitude of the wilderness. Some measure of direct contact with the forces of nature, some visible and comprehensive act of wisdom in cooperation with the soil is part of the heritage and inalienable right of every man. This is the God-given right that our profligate civilization has threatened to destroy. The American pioneer was constantly at grips with nature, and we are the sons and daughters of these pioneers, with their heritage strong in us. The strength that is in us stems from the soil, but if we are to preserve that strength, if we are to pass it on to succeeding generations, we must also preserve and pass on to them the opportunity to renew this strength at the source from which it came.

Courtesy Parks and Recreation

"Some measure of direct contact with the forces of nature is part of the heritage and the inalienable right of every man."

Importance of Conservation Realized

The use of this new leisure for man's benefit, therefore, ties in with another movement of national significance, a movement to conserve our natural resources from the destructive exploitation of a civilization bent largely on the accumulation of material wealth. It was back during the administration of the first Roosevelt that the word conservation was first headlined. Thoughtful people began to be alarmed by the rapidity with which our natural resources were being exhausted. "We must conserve these resources," they declared, "we must jump in and help nature restore as many of them as can be restored, else we will wake up some tragic morning to find ourselves bankrupt."

We began to think of our heritage of tremendous natural wealth, once believed inexhaustible, as something precious which must not be recklessly squandered. We began to deplore the millions of acres of denuded timber land, the eroded fields, once so fertile, the rapidly vanishing wildlife, and the destruction of scenic and wilderness areas which were our only remaining retreats from the clamor and congestion of our daily lives. Nor have we been content to view with alarm and to deplore. Steps have been taken. Great areas of land have been purchased or otherwise acquired for forest and game preserves, for national, state, and, in some instances, county and municipal parks. A soil conservation program, far-reaching in scope, has been started. A wide scale study of land uses has been undertaken. A program to retire sub-marginal farm lands from cultivation so that they may be put to a more appropriate use has been launched.

The park conservation program is a vital part of this movement to conserve our rich heritage of natural resources; it is also a vital part of the movement to conserve humanity from the devitalizing effects of a congested and highly geared civilization. It seeks to link these two conservation movements so that they may be used in solving the problem of man's increasing leisure. It recognizes that our areas of scenic grandeur, our wilderness retreats, our rivers and lakes and stretches of ocean beaches, our native forests and wild life—that these are a priceless heritage which must be preserved for the generations that are to follow after us; that through these natural resources man may

continue his close association with nature, an association indispensable to his health and happiness. And, finally, it recognizes that man's increasing leisure and his rapidly improving methods of transportation enable him as never before to escape the congestion of cities and intensified farming areas into the nation's wilderness playgrounds, and that it is the duty of society, functioning through the nation, the states and local government units, to provide an abundance of such playgrounds.

It recognizes that there is a need for many types of outdoor recreational opportunities; that some people like to spend their leisure hiking wilderness trails as far from civilized haunts as they can get, while others may want to join in the primitive community life of an organized camp; that there are those, rapidly increasing in numbers, who want to load their cars with knock-down tents, bedding, cooking equipment and take to the highways, depending on public park camp grounds in the heart of wilderness areas for their nightly retreats; that some want to play golf, swim, drowse on a sun-drenched ocean beach, while others indulge such hobbies as nature study, stalking wildlife with a camera, or collecting geological specimens; that there are those who get a soul-satisfying thrill out of gazing from mountain peaks over immense stretches of rugged terrain or in viewing natural wonders, such as the geysers of the Yellowstone, while many others enjoy browsing over battlefields or in visiting the homes of our hero patriots.

Efforts are being made, therefore, to provide opportunities for the expression of these varied leisure time predilections. Our national parks and monuments represent an effort on the part of the federal government to conserve areas which, because of their unique scenic and wilderness resources, or their association with important events or characters in American history, are of national significance. Such areas, for example, are those which include the Grand Canyon of the Colorado, Yosemite, the Great Smoky Mountains, the Gettysburg battlefield and the home ofGeorge Washington. The states contribute their part by conserving recreational and wildlife areas and historical monuments of state-wide interest, which, because they are near at hand and therefore accessible the year around, or because they represent important events and characters in the state's history, fill a vital place in the nation-wide park and recreation program.

Another important phase of this need for outdoor recreational facilities is being cared for by many of our more progressive counties and municipalities. On their parks and their playgrounds children and adults not only may indulge, to a limited degree, their urge to do all those things they may do on a much larger scale in national and state parks, but in addition they may engage in many activities not ordinarily offered on the more extended areas, such as, for example, organized sports.

Camping Opportunities

There is another development in this nation-wide park conservation program which I have purposely left until the last to discuss. It has as a primary objective the providing of more abundant camping facilities for both children and adults.

What are some of the values to be derived from such an activity?

The very activity of camping is not only a splendid and soul-satisfying recreation, but it is the only way now open to a great majority of our people to renew their contacts with the peace-beguiling forces of nature. By far the larger portion of us are doomed by economic necessity to live in congested cities with only a few days, a few weeks, perhaps, out of each year free from the task of earning a livelihood. Whatever values we get from living with nature, therefore, must come through camping. The trouble with most of us is that we have never had a chance to learn how really to camp. Camping is an art. Our forefathers knew it from stern necessity. If they hadn't known how to camp, they would never have conquered the vast wilderness that lay ahead of them when they landed

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"This park, together with its many sisters which are coming to completion in every part of our land, is in the largest sense a work of conservation. Through all of them we are preserving the beauty and the wealth of the hills and the mountains and the plains and the trees and the streams. Through all of them we are maintaining useful work for our young men. Through all of them we are enriching the character and happiness of our people. We seek to pass on to our children a richer land—a stronger nation."—*President Roosevelt* in his address at the dedication of Shenandoah National Park.

Where They Sail Their Own!

By
LILAS MIDDLEDITCH
Long Beach, California

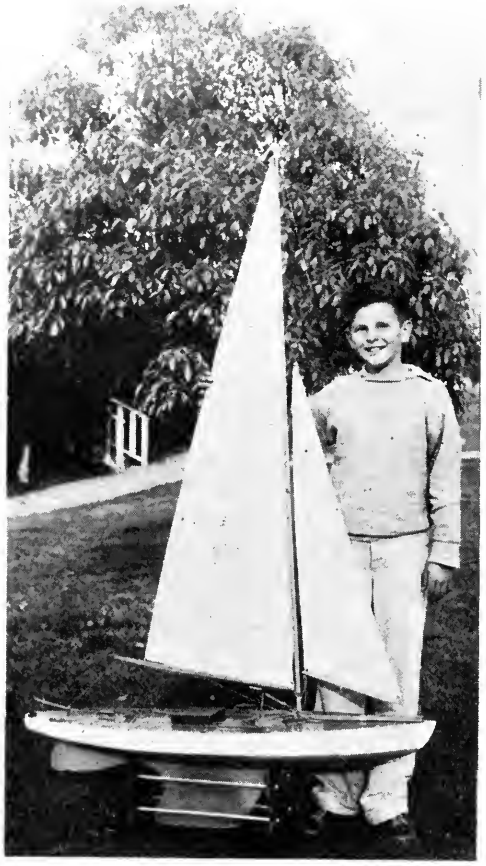
YACHT OWNERS begin "sailing their own" at the age of nine in Long Beach, California, under the supervision of the Recreation Commission's division of aquatics, whose chief, Frank M. Davenport, was active in western waters almost as soon as he could walk.

Under the instruction of Harold L. Teel, now president of the Southern California Model Yacht Racing Association, boys work at model yacht building in the Commission's free boat shop during their leisure hours every day except Sunday throughout the year. Each Saturday morning they race their craft on a nearby lagoon for points which count toward sundry trophies awarded annually or semi-annually.

No special effort is made to secure members for their Long Beach Model Yacht Club. Small Bobby sees young Fred's self-made boat and he wants one, so he joins the group of miniature yacht builders. Bigger Bill watches Earl race his model on the lagoon, adjacent to the marine stadium where the tenth Olympiad's crew races were held in 1932, and Bill gets busy making himself a possible trophy winner.

Last year 238 model yachts were made in the boat shop as well as some forty museum pieces illustrating the evolution of transportation boats from the log that had to be paddled with human hands to the modern schooners used on the Great Lakes and along the California coast.

Usually a young builder begins with a twelve inch model which he may sail in beginners' contests across the short end of the lagoon. Soon he is eager to make an 18" model, then a 20", and finally a 24", with any of which he may compete for the *Press Telegram* trophy awarded annually at Long Beach's big races held over each Labor Day week-end. Meanwhile the happily active youngster has acquired muscular coordination and has learned correct methods of handcraft from



An eleven-year-old member of the Long Beach Model Yacht Racing Association whose Marblehead 50" model is nearing completion

Director Teel and his staff of instructors. He can do a good paint job. He can turn out a piece of work of which he may well be proud.

Ambition mounts and the boy constructs a 30" model, followed, it may be, by a Southern California 40/700 (meaning 40" over all and 700 square inches of sail); possibly he graduates with a Marblehead (50/800). With one of these he may enter the Labor Day race for the Elks' perpetual trophy, if he has qualified by earning sufficient points in Saturday competitions.

April of this year saw seventy-two boys and six girls competing with men in Long Beach's annual 4000 meter model yacht races on the marine stadium. And one member of the club made record time with his "Fleetwood," a Southern California 40"! As usual there were three races sailed. And all were won by models built by boys! Four other LBMYC yachts placed, one being the handiwork

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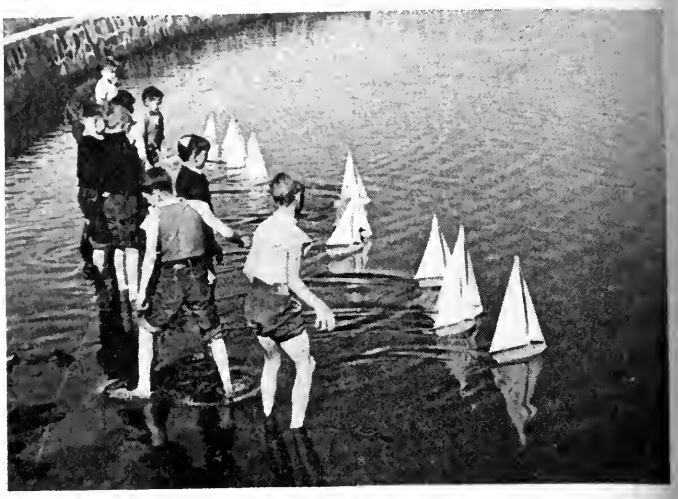
A Summer Recreation Program in Action

AN EXTENSIVE PROGRAM of recreational activities is under way this summer in Palo Alto, California. Free classes in puppetry, rhythmics, paper craft, music, tap dancing, boat building, carpentry and clay modeling are offered at the Community Center, Rinconada and El Camino Parks, and at four different school play areas. Groups in acrobatics and tumbling meet regularly under the direction of a city recreation leader.

Model sailboat regattas are unique in Palo Alto. Boys and girls who construct small yachts are given an opportunity every two weeks to find out how seaworthy their craft is by competing in real regattas at the municipal yacht harbor. Sometimes the reward to the winners is a day's trip around the bay in a large yacht. All of the boats are built in the boat-building classes conducted on the playgrounds.



In the course of the summer season young yachtsmen of Palo Alto are given several opportunities to compete in real regattas

The Children's Theater

The third annual Children's Theater Summer School opened for a six weeks' period on July 6th. A small fee is charged for these courses to cover costs of classes in commercial and creative art, junior drawing and coloring, naturecraft, mask-making, orchestra, play-acting, model set building, stagecraft, stage dressing, music appreciation, French conversation and play-acting, play-writing, and pottery making. Major productions in the Children's Theater this summer include: "Master Skylark," "Sleeping Beauty," "The Steadfast Tin Soldier," "Puss 'n Boots" and "The Parrot of the Little Princess." In addition to these there are informal studio programs every Wednesday morning.

Making and dressing puppets is an activity meeting with a great deal of enthusiasm among the girls who attend Community Center classes

The Children's Museum

The Palo Alto Children's Museum is an educational and recreational center created in 1934 through the efforts of a group of forward-looking and progressive citizens, assisted by the city's Recreation Department and some of its lay committees. The Museum is now housed in one of the school buildings where groups of children enjoy its fine exhibits and form clubs to develop their particular interests or hobbies. These include groups in habitat construction, tree and bird study, insect and stamp collecting, soap modeling, sketching and hiking. Informal lectures and talks, illustrated by moving pictures and slides, add greatly to the interest of the Museum.

Swimming and Other Sports

The municipal recreation department has the management and supervision of the high school swimming pool for the summer. Girls may swim in the mornings and boys in the afternoons. One

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Reading in the Open Air

The story of the outdoor library New York City is providing in Bryant Park

By RUTH WELLMAN
Superintendent of Extension Work
New York Public Library

READING has a natural place in any recreational program, either for the individual or for organized groups. The books we haven't had time to read are slipped into vacation luggage; libraries are an essential part of camp equipment and playgrounds make place for picture books and stories to give variety and richness to the long days of play.

To a librarian, any group of people with leisure time is a challenge. Bryant Park in New York City, as re-created by the present Commissioner of Parks, was also an invitation. A wide and perfectly kept rectangular greensward, restful to the mind as well as to the eye, has replaced a huge circle of burned grass. Beds of luxuriant ivy line the walks that were before paths through the mud of winter and the dust of summer. Park benches that sprawled uninvitingly in the sun now follow logical lines along the edge of the park under rows of trees. The order, beauty and dignity made by these changes have brought to the park a type of visitor it had not had before. It is still a haven for the unemployed, but it has also become a favorite stopping place for the city's many visitors, for messenger boys and executives, salespeople, shoppers and stenographers.

That all this varied group would want to read in the park was taken for granted both by the

Photo by Leavitt for "Today"

library and by James V. Mulholland, Supervisor of Recreation in the Department of Parks. With his help, the Bryant Park Open-air Reading Room was started in mid-August, 1935. The long mall just back of the main library building forms a natural reading room. The simple library equipment, book-stalls, magazine racks and a beach umbrella give a gay note of color. Readers sit, for the most part, on benches grouped near the librarians' table and in the little "reading alcoves" at the side. During the busy lunch hour the copings and the marble balustrade beyond are crowded too. The library, manned by five WPA workers supervised by the Extension Division, is informal, friendly and devoid of red tape. The reader selects his book or magazine from the shelves and signs his name, but not his address, on the book card which he leaves at the desk. He may read anywhere in the park and is asked to return his book before six when the library closes.

What They Read

And what does he read? The answer to this question is that the reading of the man in the park is as varied as the reading of people elsewhere. His reading is recreational, but while to some this means merely diversion, to others it means acquiring a broader understanding through reading. About 70% of the readers are men, and three quarters of them read magazines. This is natural, both because in most cases time is limited to a lunch hour and because, thanks to the generosity of the publishers, there is a wide range of current magazines. For the reader interested in what is going on in the world, and there are many such readers, there are the current issues of the *Review of Reviews,* the *Readers' Digest,* the *New Masses,* the *New Republic,* the *Literary Digest* and *Scribners. Popular Aviation* is always in demand. The many readers interested in music and the stage find the latest issues of *Musical America, Stage, Cue,* the *Theater Arts Monthly* and even an occasional gift copy of *Billboard* and *Variety. Asia, Travel* and *Travel and Transportation* provide inspiration to those who like to roam far afield while sitting on a park bench. *Camera Craft* is eagerly sought by the rapidly increasing number of amateur photographers. *Hygeia,* published by the American Medical Association, answers many health questions. The June issue of *Recreation* has found an interested public in the park. Fiction readers wait for the new numbers of *Fiction Parade, Liberty* and *Story.* The *New Yorker* and *Judge* lighten many lunch hours.

Books of short stories and mystery and detective stories read at one sitting are most popular, but more serious longer books are read too. These are frequently reserved and read in a number of lunch hours. One young man this year has finished Thoreau's *Walden.* Bulfinch's *Mythology,* always popular in the park library, has been taken out sixteen times this summer. Ten people have read Jackson's *Outwitting Our Nerves* and sixty-three, Lawes' 20,000 *Years in Sing Sing.*

Poetry for reading under the trees has its obvious appeal. Most people read it in anthologies, in Stevenson's *Home Book of Verse* and Auslander's *Winged Horse.* Burns has, from the first, been the park readers' favorite poet. Five people have read *Hamlet* in the park. People all over the city whose imagination is caught by the park library idea bring gifts of books and magazines. The library sends a truck to collect heavy packages of gifts and park readers themselves frequently make contributions to the collection.

The Public Is Honest!

Dr. John Finley, in an editorial in the *New York Times* when the park library was first opened, said that it would prove a test of the public's honesty as well as of its literacy. The test, with a minimum of red tape and almost no supervision, has been complete, and statistics would seem to prove that the public is honest. Almost 10,000 books and magazines were issued during the first short season the library was open. Only thirty were not returned. In the second year, when the library was open from the middle of May until November and the circulation was almost 65,000, only seventy were lost. Rain, and *not* a lack of public honesty, is the park library's greatest enemy. The simple library equipment provides no protection. When it rains, the waterproof book-stalls are quickly closed and readers and librarians alike race for shelter. A more adequate protection from the weather might add to the library's efficiency but it might also detract from its air of informality and friendliness.

History of Outdoor Libraries

Park libraries first appeared in Spain. Never the gay and informal gathering places that seem inevitable in the American scene, they are — or

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Some Contributions of Rural Drama to the Development of Rural Life

Courtesy Prairie Farmer

A group from the Blackhawk Community in Rock Island County, in their production of "Sparkin'," the winning one-act play in the 1936-1937 Illinois Rural Music and Drama Tournament.

By
D. E. LINDSTROM
College of Agriculture
University of Illinois

LIFE IS A continuous drama. It has its comedy and its tragedy. At times it can become very melodramatic, at others, farcical.

Rural life reveals its own type of drama; even in the daily rounds of work on the farm moments become dramatic. The old wet hen, goose money, the finding of the red ear of corn, the tantalizing of the hired man—these and many other phrases recall to many of us scenes of comedy on the farm. Stark tragedy, taking its toll of human life and leaving in its wake human suffering is in the experience of many. Floods take the old homestead and our loved ones; crops fail and children die for lack of proper care; storms rip up treasured improvements — these and many other dramatic times lie in the life experience of most farm people.

True Drama Reflects Life

True drama, as shown on the stage or screen, is that which reflects life as it is lived. The best comedy is that which pictures the really amusing situations in farm life; it is not burlesque, as are so many of our one-act plays which "make fun" of farm people and the way they live. The best comedies of rural life are just as fine, just as respectful of what actually is, as those of city life, even the most sophisticated. Literature in rural drama is probably weakest at this point. It is really hard to find good comedies with rural life settings—plays which do not depend for their audience appeal primarily on the "make fun" element. Mrs. Felton, who wrote "Goose Money," found this out and set about to write her own play on rural life. We need much more effort along this line if farm people themselves are to stop making fun of themselves and develop finer rural life philosophies. Go into any rural community where plays are produced just for entertainment and you'll doubtless find more of this type of plays used than any other. Even radio programs which ostensibly reflect rural life get painfully overburdened with the chin-whisker, rube-dialect, straw-chewing type of characterization. Most self-respecting farmers immediately turn to other programs when such come blaring out at them; there are so many fine things in life on the farm that so frequently go unheralded that I am in full sympathy with them when they do it.

The same feeling grows when these types of plays are put on in drama tournaments in the same evening program with truly good rural plays. Groups, having produced them, see their awfulness and turn with relief to other types of plays, even though they be the type which are laid in urban settings. The revolt in Wisconsin and in New York, Vermont, North and South Dakota, my own state of Illinois and other states has helped materially in driving out the rube type of play and bringing in plays which really reflect rural life in its richness and its true color.

Much remains to be done not only in developing a better appreciation of good rural plays but in getting people to write more of them. The early work of Arvold in North Dakota and Koch in North Carolina was directed primarily to the description, through drama, of life in rural areas. Koch and his followers took life as they found it in the mountain areas of the Yankee south. The Carolina folk plays have won a deep and lasting place in American literature. Arvold took the best plays and demonstrated that farm folk could do them. His work in "spotlighting" the little country theater has a place of its own in rural life movements. These were intensive in their nature —the work by Koch and Arvold when once done was well done.

The Wisconsin, Illinois, New York and other tournament movements have suffered because of their extensiveness. The ground work so well laid out by Arvold and Koch could not be carried into the tournaments. Notable efforts have been made to do this through the drama schools in which liberal use was made of Miss Rockwell, Miss Borchers and others in Wisconsin, and those of us watching the growth from the sidelines have seen phenominal changes. Though we need more attention to activity similar to the work in North Dakota and in North Carolina, yet these tournaments have made a dent. I like to think that they have been as important, on the extensive side, in developing a keener appreciation of good drama on the part of farm folks, as the Little Country Theater and Carolina Folk Plays have by the intensive method. Our work needs greater intensification, we must confess, and we are using much of Arvold and Koch. Let us hope that we can continue to intensify and at the same time give more and more people an opportunity at this kind of culture in rural life.

Tournaments have probably made their greatest contribution in the stimulation of group activity in rural life. In drama, group life is pictured—the family among whom an individual has visions and seeks "Greener Grass," or "Neighbors" who have forgotten how to be folks in their desire for self ease. (How we enjoyed seeing Peter forget himself when there was a little fellow to do for!) Family or neighborhood life has probably found a greater place in rural dramatic literature than the more complex form of community life. Yet most of these plays reflect broader community forces at work, as, for example, the coming of the hard road in "Detour Ahead." A few new plays have come out taking their materials from milk strikes, mortgage sales, church or school fights and similar situations of conflict. Farm groups in search of plays tend to turn away from such plays unless the outcome has some good in it. There is value in them, however. They usually show the futility of conflict based on misunderstanding, the heartaches caused by bullheadedness, a lack of open-mindedness and the need for more tolerance, more willingness to give and take. It would be hard to say how much of this carries over into everyday life. Some does carry over. Let us hope, then, that the newer plays will reflect benefits of cooperation as much, at least, as the heartaches from conflict.

This may sound like a challenge to publishers and writers. Let it be so. I am not unmindful, however, of the well-known fact that the play should reflect life as it is. Good plays do so. This is all the more reason to hope that they will reflect benefits of cooperation. But the challenge goes as well to the social reformers; people desire the cooperative way of life—our leaders should show them the way.

"Rural drama is more than just entertainment. It is the reflection of a way of life. Give it that deep-seated motivation and it will flourish and enrich the lives of all who take part either behind the footlights, backstage or in front of the curtain. Let us develop a rich rural drama in America."

Cooperation Engendered

Producing a play requires cooperation and, therefore, begets cooperation. This would be a trite statement were it not so true. Many of you can cite instance after instance of a play's failing to go over because of lack of team work. It may seem to the unschooled, moreover, that team work is required only of the actors. Lack

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Table Shuffleboard

How to make and play a game which is suitable for home, school, camp, club house, recreation center or playground

By
ALICE A. SEFTON

TABLE SHUFFLEBOARD is suitable for mixed groups of varying ages. It is a good game for home, school groups, community and recreation centers, camps, club houses, or playgrounds. As a game, it affords sociability, furnishes competition, and provides a continual challenge to improve one's skill, although it can be enjoyed by those entirely untrained in sports.

Equipment

Table shuffleboard has the great advantage of requiring little space. It can be played wherever there is table room upon which the portable eight-foot board can rest. Eight weighted discs and four cues to push them are all that is needed to play the game. A small wall blackboard is useful to keep the score.

Making Your Own Table Shuffleboard. Use one piece of Masonite Presswood—3/16x2x9 inches—because it is the ideal material for table shuffleboard, since it will not warp. Paint all figures white, and make all lines ⅜ inch wide in white. Around the outer edge, a 22 foot strip of ½ inch by ¾ inch molding is nailed and glued on to prevent the discs from sliding off the board while the game is being played. Two feet of ½ inch hose are fitted on the inside of the molding at each end of the shuffleboard to absorb some of the noise and to keep the discs from rebounding. For the game, eight flat, round, turned wooden discs are needed, 2 inches in diameter by ¾ inches thick, of maple or equally hard close-grained wood. Four should be painted black and four red. The four cues can be made of white pine, each ⅝ x⅝ by 2′ 2″ long, with one end shaped and glued with two pieces, as in the diagram.

A score board is convenient to chalk the results of each play. A large school slate would serve the purpose, painted with a white line down the middle, with the red and black lines indicated at the top.

The cost of materials for making this game at home is really very reasonable, as itemized below:

Cost of Materials for Table Shuffleboard

1 pc. Masonite Presswood 3/16″ thick x 2′ wide 9′ long	$1.80
(Presswood comes in 3 sizes, 5/16—¼—3/16. If ¼″ size is used, change nails to ¾″ size; the thicker the better, but the ¼″ size increases the cost to $2.80.	
2 pc. ½″x¾″x12′ yellow pine—for border	.25
4 cues ⅝″x⅝″x2.2′ long—white pine	.25
8 discs 2″ in diameter x ¾″ thick, maple (Purchase the above items at a lumber yard)	.80
(Metal discs are preferable, however, because with this weighting the game is more accurate; these can be cast at any foundry out of aluminum, mixed with 40% copper. The cost would be 20c each, or $1.60.)	
Paint (red, white, and black)	.30
Shellac (optional). For a finish, give board and cues one coat of shellac.	
4 feet of ½″ hose (outside size)	.20
1 oz. ⅝″ nails	.05
Glue	.10
	$3.75

A small blackboard, with chalk and eraser would probably be bought for 25 cents.

If you prefer to have the board made by a carpenter, this labor would add approximately ten dollars to the cost.

Miss Sefton is the Vice-Chairman of the Women's Division, National Amateur Athletic Federation. The headquarters of the Division are at 303 West 42nd St., New York.

Playing Rules

The rules for the table game do not vary from those sponsored by the National Shuffleboard Association.

The game can be played by two people (singles) or four people (doubles); although one person can practice the game and three people can also play, with slight modifications.

1. In singles, both players play from the same end of the court and change ends after each round. Players do not change sides of the court, however. In doubles, partners play at opposite ends but on the same side of the court.

2. One player or, in doubles, team uses the black discs, and the other the red throughout a match.

3. Choice of colors is determined before each match by having the player slag one disc each to the farthest dead line. The player whose disc comes nearest to the center of the dead line has his choice of color, or, in doubles, he and his partner, have first choice. The red starts the play.

4. Play is started at the head (end opposite the score board) of the court by the red, with black following, and thus alternating until all discs have been shot. This completes the first round of play; in doubles, it is called a half-round.

5. Players line all eight discs just behind the ten-off line, each in his respective half of the area. Remaining discs, other than the one being shot, must be kept in this area.

6. Discs not going beyond the second cross line are in the dead area, and must be removed.

7. Score is tallied again for red and black, and each succeeding round is played with color-lead alternating accordingly.

8. The first player to reach game point or over is winner. Game is considered either 50, 75, or 100 points.

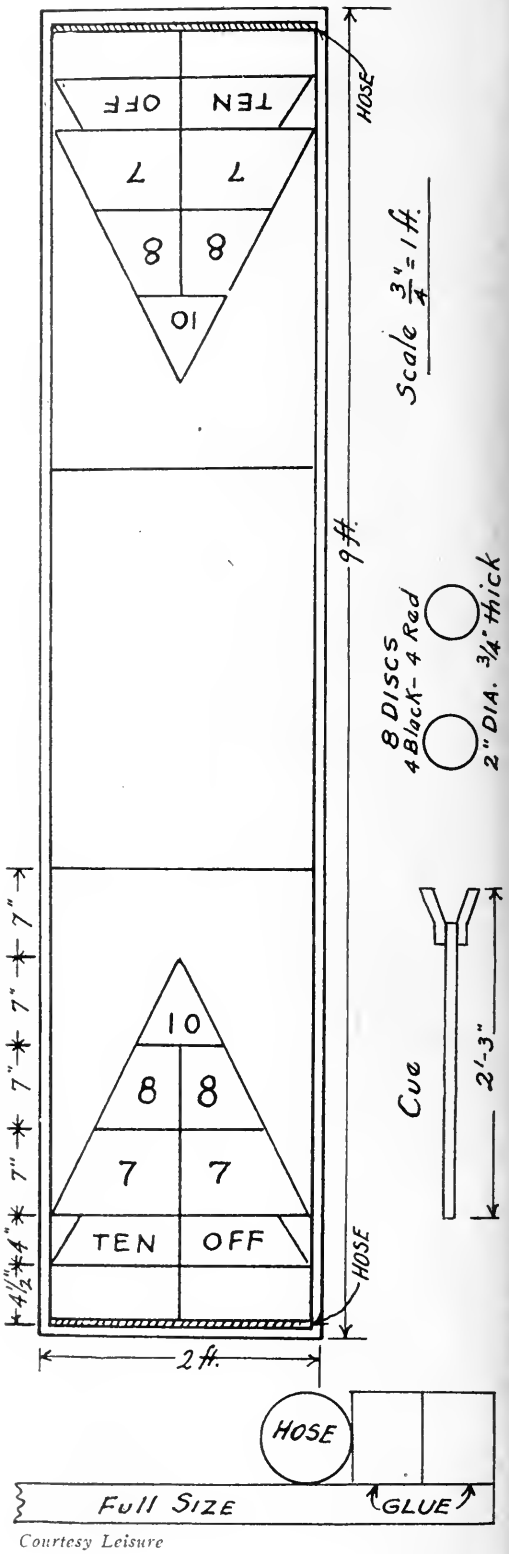
9. The second game is started by the black at the end of the court where the discs came to rest at the end of the preceding game. The third game is started by the red, etc.

10. The player or team who wins two out of three games is winner of the match.

Scoring

Score should be counted on all live discs inside and not touching lines of scoring areas. The separation line is considered a line only in starting, not in scoring.

(Continued on page 329)



Courtesy Leisure

Diagram of Table Shuffleboard showing details of cues and discs used in playing the game, and method by which hose is fitted to moldings

A Learn-to-Swim Program for Children

By
EARL PLESCIA

THE SETTING of West Beach, Santa Barbara, California, is as nearly perfect from the standpoint of an open water area as a swimming instructor could wish. The beach is quarter moon in shape, running east and west and facing the ocean on the south. The water is protected and calmed by an arm breakwater that originates at the western point of the moon and extends south into the sea approximately 200 yards off shore. From this point the breakwater extends east by south for another 300 yards and lies there, a giant protecting arm, for all the area. At the eastern tip of the moon lies Stearns Wharf, a half mile to sea.

The playground area is situated on the western half of the beach. The shore has a very gradual slope which permits a tall man to walk out 150 yards at low tide. The water is bacterially pure, kept so by currents from the open sea. It varies in temperature from 65 degrees to 62 degrees.

We Start!

On the opening morning last June, in the middle of this beautiful beach, ready for instruction, stood one lone ten-year-old girl with her mother. The child was frail and thin, and the natural assumption was that she would not prove a likely pupil because of the coldness of the water. The department had envisioned classes of thirty or forty pupils. And there stood one hopeful mother and one young slightly frightened looking daughter!

This was a beginning, of course, but not the one that had been expected. What was to be done? Of a number of methods of publicity which might have been used the "person to person" canvass was the only emergency course available at the moment, so with a confidence which he was far from feeling, the instructor excused himself from mother and daughter after telling them that the class would be ready to start in a few moments.

"How do you do? My name is Plescia. I am recreation supervisor of West Beach. We are starting free swimming lessons for children. May I have your child in the class?" In this manner every mother on the beach was approached. Result: three children of three mothers whose curiosity overcame their skepticism. The class, ready to start, now had four pupils.

The first lesson was not so hard. We had the necessary element. The class spirit asserted itself and how it drove that quartet! They washed their faces. They dipped their faces. They blew bubbles from water held in their hands. They blew bubbles with their faces in the water. They put their heads under. Yes, by easy stages they licked that inherent distaste for having one's head under the water! And they found for the first time that ducking their heads under wasn't terrifying; it was fun! A quick glance at the faces of the parents indicated that things were going nicely. On and on the children advanced. They flutter-kicked. They floated on their backs and then their front side with faces down. Standing in waist deep water they worked their arms in the prescribed manner to achieve that sensationally rhythmic six beat crawl. "All right, just once more, then we shall stop for today. Ready! Down in the water to your chin. Hands over head. Ready

The plan of the Santa Barbara Recreation Commission to round out its summer program with a program of free swimming instruction for children led to Mr. Plescia's assignment at the West Beach Aquatic Playground. The development of the program was attended with so much enthusiasm locally that the Commission believes other communities may benefit from hearing about the experiment.

for face down float and flutter-kick. Now! Big breath. Kick." Four small human torpedoes sped for shore and the first lesson ended. "Hold on! Just a minute, please, children. Be sure to tell all of your playmates and friends about your swimming lessons. Bring them down with you tomorrow." And so was used the "tell your friends" method.

We Educate the Parents

"Oh, Mr. Plescia, I am so thrilled. This is the first time Mary Lou has ever put her head under water. How did you ever get her to do it?" All this came in one breath from the mother of the frail ten-year-old girl who had been the first to volunteer for instruction. Realizing that parental enthusiasm is a motivator that can be used as a lever to pry away the most stubborn obstacles, the instructor explained that one always works from the known to the unknown. By having the children bring the water to their faces with their hands, they were doing something they were able to do, in fact, had to do every morning; besides that, the children were delighted because they had found that they could do the first step so easily. So the attitude that learning to swim is really easy was set in the very first lesson. Now, the second step, the unknown, is putting the face in the water. With the proper command, in a tone of voice which carries the expectation that everyone will do as directed, the instructor says, "Big breath! Face down!" This procedure is continued until the majority have dipped their faces. The next step, to get their heads under the water, is done in the following manner: "Listen, children. Have you ever seen a duck get his dinner? Well, this is the way a duck gets his dinner. See, first he gets down on his knees, takes a big breath, puts his head under where the food is, then, puts his bottom up, and goes after the food." With a minority of failures, this method nearly always gets a perfect response. By sticking to the play idea, the old "heads under bugaboo" is licked. Children over ten years of age are told to go after two handfuls of sand. The children are introduced to the crawl stroke by imitating the wind mill or aeroplane. The flutter-kick becomes the motor boat game. The finale comes with the floating on the back. "Now we are going to sleep on the water." Thus the job of floating is approached. The bravest of the group are chosen and start individually. "Do you know what holds us up when we float? The water holds us right by the ears. Put your arms out at the side, get low in the water to the back of your neck, now, lie right back on my hand." "Gee, that is fun" is the answer every time.

And that was the explanation of the "how" that was given to the first pupil's mother. Proud of her child's progress, she helped to make plans for publicity, the cry for which started that very evening, and C. C. Christianson, Director of Recreation for the city of Santa Barbara, notified the press. Result, one press notice and thirty new pupils. From that second day on, the enrollment for the swimming class continued to swell until at the end of two weeks, ninety children were at work. Each weekly press notice brought new pupils. With the size of enrollment and the certainty of continued increase, a new problem made its appearance.

May we remind our readers of the Swimming Badge Tests for boys and girls issued by the National Recreation Association, single copies of which may be secured free of charge? Emblems and certificates for those passing the tests are available at little expense. It is not too late to use the tests in your summer playground program.

Then Came the Tests

Two weeks, and ninety people who represented ages from three and one half years to fifteen years, and stages of efficiency from one to ninety! The problem, then, was that of grouping the children into workable units. Fifteen-year-old children just didn't fancy the duck dinners! Books and pamphlets were searched for tests that would be appropriate to give people in the throes of learning to swim, but none suitable for our purposes were to be found. So we invented some! Here are the tests:

GROUP I. Kindergarten Ages (4 to 6)

Must be able to:

1. Wash face and blow bubbles in water held in hand.
2. Lie on tummy in six inches of water and kick feet.
3. Mud crawl. (Swim with hands on shore.)

GROUP II. Ages 7 to 10 years inclusive.

(A) Beginners must be able:

1. To crawl kick with hands on bottom in shallow water.
2. To submerge head twenty seconds.
3. To do face down float.
4. Float on back. (Assisted.)

(B) Advanced beginners must be able:

1. To do crawl kick with face down, unsupported.
2. To bob up and down submerging each time and exhaling under and inhaling through mouth above. (Eight times.)

3. To float on back without any help.
4. To take five strokes with face down.
5. To demonstrate correct crawl stroke on dry land.
6. Swimmers must be able to swim 20 feet in chest deep water.

GROUP III. Ages 10 to 13 inclusive.

(A) Beginners must be able to:

1. Bob eight times.
2. Demonstrate flutter-kicks.
3. Face down float.
4. Float on back. (Assisted.)
5. Demonstrate correct crawl stroke on land.

(B) Advanced beginners must be able to:

1. Demonstrate flutter-kicks. Distance to be covered 8 feet.
2. Swim 6 strokes with face down.
3. Breathe with hands on bottom while doing flutter-kicks.
4. Float on back without aid.

(C) Swimmers must be able to swim from chest deep water five yards into deep water and return.

GROUP IV. Ages 14 to 21.

(A) Beginners must be able to:

1. Hold breath under water for thirty seconds.
2. Face down float.
3. Face down float with correct flutter-kicks. 12 feet.
4. Demonstrate correct crawl stroke on land.
5. Float on back with help.

(B) Advanced beginners must be able to:

1. Demonstrate flutter-kick, breathing and crawl stroke.
2. Take six strokes with face down or up.
3. Float on back unaided.

(C) Swimmers must be able to:

1. Swim from chest deep water six yards out and back.
2. While swimming turn on back and float for 15 seconds, and turn over and swim without feet touching.
3. Tread water.

The Kindergarten group should have been divided into three units. Former experience warned us that one can not hope for much success in teaching groups of children under seven years of age to swim. In the size group then being handled, there was little hope to do anything for the wee tots except to familiarize them with the water in preparation for the following summer. Even at this age competition is very evident, and by their efforts to out-do one another, the children progressed to the extent that it was necessary to transfer twenty-three of them to the next age group.

We Solve a Problem!

Every person who has ever handled groups for instruction where tests are involved, has found that Mrs. Jones wishes to know why her son John isn't in the same group as Mrs. Brown's son, Tom, when John can swim just as far as Tom even if John does dog paddle. The department was besieged with questions of "How long will it take my little boy to learn to swim?"

And then came a happy thought! Five hundred copies of the achievement tests were mimeographed and one handed to every mother, father, and if the parent was not with the child, one was given to the child to take home. It then became apparent to Mrs. Jones, as the class routine was run through, why her son John was not in the same class as Tom Brown. The parents who queried over the length of time necessary for their children to learn to swim were met with an encouraging smile, a copy of the achievement test, and the statement that as they could see for themselves, (pointing to the copy) it was entirely up to the child. Ability to execute the sequence of steps brought promotion and the ability to swim. In a word, it was put up to the parents. And did they cooperate? They most certainly did! When the call for class came, one could hear mothers instructing youngsters to "Do as you are told."

(Continued on page 329)

A group of Camp Fire Girls at the Mishawaka, Indiana, camp. Each has a "buddy" with whom she must keep in touch while in the water

Courtesy Camp Fire Girls

Model Aircraft Activity

THE RECREATION COMMISSION of Linden, New Jersey, sponsors two organized model aircraft clubs in addition to the playground model aircraft building groups. These two clubs have an active membership of forty-one members who meet every Saturday morning in the Hobby Room in the Recreation Commission Headquarters. Shop periods are held on Wednesday and Friday afternoon after school hours.

Classification of Members. The boys are divided into two groups—seniors and juniors. The senior group is composed of boys in high school or working (16 years to 22 years); the junior, of boys in Junior High School, with some grammar school boys (12 to 15 years).

Facilities and Tools. The Recreation Commission has provided the groups with work tables with pulp board composition tops to facilitate pinning the models in assembling. The boys provide their own material. The club owns a number of tools which are available to the members, such as balsa strippers, winders and pliers. The Hobby Shop powerized tools are also at the disposal of the boys, but they are operated by the maintenance worker who is on duty at the time.

The making of model airplanes is still one of the most popular handcraft activities in a number of cities. Here is an account of the ambitious program which is being conducted in a city of New Jersey.

Supply Store. A supply store is maintained where members may buy balsa wood, cement, tissue paper, wire and other model supplies. Since the supplies are bought in quantity, they are purchased at a saving which in turn is passed on to the members.

Bulletin Board. The club bulletin board is kept alive with notices of approaching contests, pictures, and information pertaining to model building and aviation.

Contests. Semi-monthly indoor meets are held during the winter in a nearby armory. The city indoor championships are held in April. Outdoor meets are also held semi-monthly during the spring and summer, with the city meet climaxing the season. The boys also compete in many other contests including inter-city meets and the Union County meet. County indoor and outdoor championships are held by members of the club.

Awards. Ribbon achievement awards are made on the basis of duration of flight of models as follows: Seniors, blue (7 minutes); red (5 minutes); white (3 minutes); and yellow (2 minutes). The awards to juniors are on the same basis and range from 1 minute to 5 minutes.

Point System. A very interesting point system has been devised to stimulate activity in construction and theory of model aeronautics. Points are awarded for attending meetings, entering and placing among the first five in contests, writing essays or articles on aerodynamic theory, devising original devices which are useful in model building, or flying, building a gasoline model, building unusual types of models such as autogyros, helicopters, ornithoplers, etc., and holding committee or elective office posts. Awards are made at the end of the indoor and the outdoor seasons to the one who has compiled the largest point total at the end of each season.

Officers, Committees. The club officers are elected semi-annually and take their responsibilities seriously. The officers are president, vice-president, secretary, and treasurer. The Superintendent of Recreation acts only in an advisory capacity. Committees are appointed to look after the various phases of club activity as follows: publicity, contests, scrap book, point system, membership, and properties.

Dues and Club Equipment. Nominal dues are charged and are deposited in the club treasury. The clubs use these funds for making awards, for purchasing equipment, and for meeting the general running expenses. At present the club owns two one-cylinder gasoline engines, a gasoline model, and various tools.

Achievements. In addition to winning county and inter-city championships, awards have been won in the exhibition scale contest held recently in connection with the National Aviation Show. One of the boys, in winning an airplane drawing contest, received an airplane trip to Chicago in one of the large passenger transports.

(Continued on page 330)

Recreation for Handicapped Children

By ARCHIE MACMILLAN

COMPETITIVE games are an integral part of recreation. Matching your strength, speed and skill with that of the other fellow adds zest to your own efforts. You try harder when someone else sets the pace. And in your striving to overtake the man ahead, the ones trailing you try a little harder too. Thus the speed of the group is accelerated as a whole.

Courtesy New York Institute for the Education of the Blind

When timers think that an athlete is in record breaking form, the best pace setters are called upon to help him set a new standard. To no specific group is the development of the competitive spirit more vitally necessary than among physically handicapped children whether they be blind, deaf, paralytic, epileptic, cardiac, diabetic or maimed. No greater service can be rendered humanity than to convince these little ones that they are not excluded from the game of life.

Let us first consider the blind and those who have seriously impaired vision.

For the Blind

Children who live in total darkness find solace in games especially devised to suit their needs. Fostering of the play instinct affords them the joy of knowing and feeling that they are just as much a part of the human family as their sighted brothers.

The blind need games to distract them, to take them out of the habitual state of concentration in which they are plunged. When a smile illumines the face of a blind person it is always a smile and never a grin. They are made radiantly happy by games arranged for them that fall into three classes—rhythmic, outdoor and adapted.

Blind children find great joy in marching, running and skipping to music. Folk games and dances that call for circle formation are particularly helpful. For obvious reasons games in which the hands are joined are well suited to the blind. Manufacturers of phonographs are notably generous in supplying records to help blind children play their rhythmic games. Music is an excellent outlet for the suppressed ego of the sightless and the blind musician is proverbial in all countries.

The little ones who are groping for some contact with others are taught to play such games as Little Ball Pass Along, Echo, Call Ball, Dog and Bones, Roll Ball. In playing Little Ball Pass Along the children form a large circle. Then they sing the song, "Little Ball Pass Along," and roll the ball around the circle from one child to the next. When the last word of the song is sung, the child who has the ball knocks on the floor three

Mr. MacMillan, a newspaper man, compiled this information while working on a project which was sponsored by the Welfare Council of New York City.

times. The teacher then taps another child and this one goes over to the one who has the ball, asks him a question and tries to guess from the answer who he is. If the guesser is successful, he starts the ball rolling for the repetition of the game. If he is unsuccessful, the child who last held the ball starts it rolling again.

The games of Call Ball and Dog and Bones are on the same order as the preceding one, training the children to recognize one another by sound. Roll Ball is more important because it helps develop the children's sense of direction. They sit in a circle on the floor, with one child in the center. The child in the center says: "Here I am, Harry." Harry rolls the ball to the child who called. Harry then says, "Here I am, Mary." Mary rolls it back to Harry and the teacher continues to direct the passing back and forth around the circle.

When playing outdoors, games on the order of Belled Cat and forfeits are ideal for blind children. In playing Belled Cat, one player is named the "cat" and a tiny bell is suspended from his neck. The other players, who impersonate the mice, try to catch the "cat." When he is caught, he becomes one of the mice and the player who caught him becomes the new "cat."

In forfeits, all but two of the players sit in a circle. One of these goes into the center of the circle and the other walks around and asks each player for some article. Each player must also remember what article he has given the collector. After each player has given something, the collector stands behind the center player, who is kneeling and holds one article at a time over his head saying: "Heavy, heavy hands over the head." The one who is kneeling asks, "Fine or superfine?" The collector says "fine" if the article belongs to a boy and "superfine" if it belongs to a girl and then asks: "What must the owner do to redeem it?" The kneeling player tells what the owner must do to redeem the forfeit. He may be called upon to run a certain number of steps or perform some other not impossible stunt. Each player must do something to redeem his article. If anyone fails to do his stunt, he forfeits his article.

For the adolescent and adult blind more strenuous games have been arranged that bring all the other physical faculties into play on a basis that closely approaches normal. Leapfrog and leapfrog races as well as a tug-of-war are enjoyed by the blind. Football with considerable adaptation can be played by the partially blind. The ball is not passed or carried but kicked. No goal posts are used and no distance lines except "half way" lines to show the starting point. The object of the game is to kick the ball over the goal line of the opposing team, thus scoring one point. The members of the opposing team try to prevent the ball from going over their goal line by stopping it with their bodies.

While it is not generally known, the blind also participate in competitive athletic meets. They engage in relay races, potato races and other short tests of speed. Contests of this nature help develop a feeling of comradeship. With padded safeguards around the side of the rink, the blind can also enjoy roller skating. Wrestling they find great sport but swimming is usually the favorite because here there are few hazards to overcome.

Deaf Children

Nearly all forms of recreation and competitive sports are open to the deaf. The various State institutions throughout the nation turn out teams in football, basketball, baseball and track that hold their own with regular A. A. U. and sometimes professional opponents. In fact, physical training with the deaf is almost a fetish. In Maryland a deaf sprinter set a country record and many other prominent athletes have been known to have had impaired hearing. The Olympic games for the deaf will be held at Stockholm, Sweden, in 1939.

The Crippled Child

The crippled or maimed child also finds life is made much merrier by engaging in games of skill. Usually these youngsters become enthusiasts at playing the lighter type games such as shuffleboard, ping pong, deck tennis, and croquet. One-legged swimmers who can match speed with their schoolmates are not uncommon in the high school pools of New York City.

The Association for the Aid of Crippled Children in New York City has found by experience that participation in sports contests of some kind makes a crippled child more self-reliant and enables him to overcome the feeling that he is hopelessly incapacitated and excluded from the general run of activities. Even the boy in the wheel chair can be taught to develop into an efficient umpire of baseball games and enjoys himself immensely as a result. In fact, observers say that in athletics

(Continued on page 330)

A Gypsy Story-teller Casts Her Spell

ONE SUMMER evening in San Francisco, shortly after six o'clock, a small boy stood outside the gate of Mission Playground, intently watching. The playground was closed for the night and seemed to be entirely deserted; still the little boy lingered, peering through the bars of the gate with a singular fixedness. Presently a young woman emerged from the clubhouse; she was dressed in trimly tailored street clothes, and carried an overnight bag in her hand.

The small boy's face plainly showed disappointment, but as the young woman approached him he spoke.

"Please, lady," he asked, "did you see a gypsy in there?"

The lady smiled down at him. "What kind of gypsy?"

"Oh, gee, a swell gypsy!" answered the child. "She was so pretty and she told us about a million stories. I saw her go in there and I know she didn't come out yet, 'cause I been watchin'."

The young woman laughed and patted his curly head. "There's nobody in there now, Davey," she said, "I imagine she's gone where all gypsies go at night. It's rather hard to keep track of them, don't you think? And isn't it about time for you to run along home for supper?"

The little boy sighed. "Well, I guess so," he answered, "but I sure would like to see her again." "Well," he added on a brighter note, "she said she'd be back again next week, anyhow."

And Polly McGuire, watching him as he trotted off down the street, saw him stop and look back, one—two—three times, before he finally gave up and turned the corner for home. She put down the suitcase containing the gypsy costume while she waited for the street car.

"I think that's really about the nicest compliment I ever had," she mused thoughtfully.

That was three years ago, the year the Recreation Department's Polly McGuire, who is young—just a girl, really—enthusiastic and gifted with a rare understanding of the hearts of children, became the gypsy story-teller to thousands of boys and girls all over San Francisco. And how they loved her! All during the long summer months they awaited her day at their playgrounds with ill-concealed impatience; they thronged to the car line, dozens of them, to meet her; they almost came to blows over the honor of carrying her suitcase.

It is not hard to understand Mrs. McGuire's popularity once you have seen her with one of her story hour groups. Mrs. McGuire loves stories; she loves to tell them, and she loves children. These are the reasons she is able to take a restless, noisy group and convert it suddenly into a quietly relaxed circle, intent on every word she utters. Her power to catch the attention of children in a split second and to hold them spellbound by the hour seems like some magical quality to the watcher; yet Mrs. McGuire merely laughs at such an idea, and maintains that practically anyone can become a good story-teller with but a little study and effort.

Most people, says Polly McGuire, can't tell stories because they think they can't; they are afraid to try. Or perhaps they belittle story-telling, thinking it merely a childish activity which requires no thought or special ability, or a light form of amusement for infants of the nursery rhyme stage. Yet story-telling at its best is an art and should be treated as such. Long before books or printing were known, long before writing was commonly used as a medium for transferring thought, the word-of-mouth tale had become a tradition. Tales of mythology dating from an unknown antiquity were handed down from father to son for generations; heroic epics of the valorous deeds of half-imagined, half-factual heroes were recounted by wandering minstrels who handled them with a conscious artistry which has endured in many of the most beautiful tales in all languages — among them Homer's incomparable *Odyssey*. So if it is to be done correctly, telling a story must not be considered a too simple task; on the other hand it is not necessary to make it too complicated.

The wandering minstrels of long ago have been replaced by story-tellers in gypsy dress, but the art of story-telling still wields its charm as it did in bygone days

Mrs. McGuire gives three fundamental rules to follow for successful story-telling:

First: Know your story. Read it over every time you tell it. Don't improvise absurdly, or skim over or leave out parts. Children are quick to recognize shams of any kind, and they will lose interest.

Second: Like the stories you tell. If a story doesn't mean anything to you personally, don't use it; it will mean less to your audience. Let there be a well-defined plot, not too complex, of course, but interesting. And don't be afraid a story loses in entertainment value because of historical or other educative factors; children are eager to learn about the world which lies outside their immediate experience.

Third: Know your audience. Different age levels, different nationality groups cannot be expected to react the same to all manner of stories. And if you have a mixed age group, arrange your stories to suit. Airplane and radio stories which will interest older boys and girls can be told first; the tiny tots will listen even if they don't quite understand. Afterwards, the older children may go and the little fellows have to their hearts' content the "princess" and "giant" stories they adore.

Mrs. McGuire, who has been a San Francisco playground director for eight years and knows children rather well, considers an hour or an hour and a half the most appropriate length of time for a story-hour period. She begins the session by telling four or five short stories; after this the favorite tales are acted out by the children in an impromptu style, a feature which is known as the "story-play." These informal performances are much enjoyed by the children, and have been proved valuable aids in stimulating memory work, originality of expression, and as a first step in dramatics.

During the three vacation periods in which she has acted as the Recreation Department's story-teller, Mrs. McGuire has experimented with many ideas. The gypsy costume used the first year was so successful that during the next season the costume was varied each week. Nationality costumes —Norwegian, German, Italian, Scotch, Russian, Arabian—as well as a princess and a witch costume, were used, and stories were told to "match" the dress. This proved a most favorable means of attracting interest in the programs; the children had great fun guessing what next week's costume might be, and at the time of the meeting showed much interest in learning about the parts of the world which the costumes represented.

As for stories, Mrs. McGuire has tried almost every type in existence, including a serial which was told quite successfully during the second year. On the whole, however, Mrs. McGuire likes shorter stories, and prefers to use those with which the children might not otherwise come in contact, to enrich their "story vocabulary" as she terms it. Ghost stories are without a doubt the most popular of all types. A Chinese youngster recently had everybody puzzled by his repeated request for a "mummy" story; he shook his head at every story which was tried until one day the story teller began a ghost story. There was a flash of Oriental grin, and he settled back in his chair content; this was his "mummy" story. Action in a story is essential—and the children love to have Mrs. McGuire act out the most interesting parts; this both improves the story in their estimation, and helps them later in story play.

As a rule it is not necessary to stimulate interest in a story program. Wherever there is a good story-teller there will usually be an appreciative audience. Yet once in a while there is an exception. At the first class held at Chinese playground, Mrs. McGuire looked in some dismay at the circle of stoic-faced youngsters with their noncommittal eyes. What were they thinking about? Were they even listening? But she told a story, determined to do or die in the attempt. When she finished she asked whether they would like to act out one of the stories. Not a sound answered her—only the negative shaking of the circle of shiny black heads. Then the children got up and silently filed out.

The next time, thinking that the children probably did not care for the stories, Mrs. McGuire spent the hour conducting games. Later she ventured another story, which was greeted by the same silence.

The following week Mrs. McGuire entered Chinese playground to find her class lined up by the fence, waiting for her.

"Well, children," she greeted them. "What shall we do today? Play games or tell stories."

"Act!" chorused a score of small voices in unison. And now they are among the best, though still the least expressive listeners, as well as among the best impromptu dramatists of all groups.

During the recently completed season, Mrs. McGuire told stories to an audience of well over

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Finding Time for Family Activities

By HAZEL S. SCHAUS

Mrs. Schaus, who is a member of the staff of the Iowa Child Welfare Research Station, is on leave of absence serving as State Supervisor, Nursery School and Parent Education, Works Progress Administration.

IN SIGRID UNDSET'S *The Longest Years,* we have an almost ideal example of a father and mother who found time for family activities. Ingvild's mother shared her little pleasures, and her father took time to explain details of things about them. This sympathetic interest on the part of the family was characteristic of each member. Even grandfather took pains to include the children, especially in excursions. These family relationships are all pleasantly, even poetically described in passages such as the following:

> "Their grandfather used to take them for a drive every Sunday afternoon, but when they came to a hill they all had to get down and walk. Sometimes these drives were undertaken to visit farms where her grandparents had friends. She never forgot one of these evenings—it was late in the summer and she was standing on a grass plot which had lately been mown with a scythe, leaving the most charming pattern of curves in the short grass. Behind her was the end of one of those long farmhouses, and it was painted a light sea-green, and the windows were so pretty to look into with their flowers and lace curtains. . . . It was all so beautiful, the whole sky was pink and yellow, and where the grass left off there was a field of oats. She looked and looked and discovered a hundred new things. . . ."

Not Finding, but Taking, Time

To most busy families finding time for family activities is a vital problem. Already the day is so full of routines for every member of the family from the young baby to grandfather that parents wonder how any more family activities can be included in this already busy house. However, we often find that daily schedules need to be reorganized or revised. By doing this, and by providing a really flexible program, we reorganize and revise our thinking as well. We are soon aware that, if permitted, eight-year-old Margaret and ten-year-old Tom will make their own beds, hang up their own sleeping garments, and straighten their own rooms each morning before school. Soon they will become quite skilled in performing these duties and eventually will require very little of mother's help and supervision. Thus not only is mother relieved of this responsibility, but Margaret and Tom are learning to cooperate, and as a reward mother often will have time, interest and energy to join with Margaret and Tom in their latest hobby or interest. The more children in the family the larger the number of duties that can be taken care of, but the better managers the parents must be in order to supply the proper guidance for their children. It is not a matter of finding time but of taking time and recognizing the value of taking it.

A Feeding Station Started It All!

Ten-year-old Ted came home from school one evening enthusiastic about building a feeding station for the winter birds. His father, an office man, was busy balancing the family budget when his son approached him with his new idea, but he was willing to take time to listen. Ted's father knew very little about building materials, but he was interested in his son's enthusiasm and did know how to organize and plan. Before the month was over they had gone to the library to get books and instructions and had the feeding station well under way. Not only were Ted and his father interested, but Mary and her mother became equally enthusiastic. Many of the plans were made during meal time when all could share ideas. Mary found an interest in selecting the right kind of timber to be used, out of which grew a study of different types of wood and a new activity for Mary and her mother. Mary suddenly wished to dust the furniture for mother in order to look for all the little curls and markings found in the different kinds of wood and to see if she could identify them.

Mother's club was at that time studying period furniture, and so Mary and mother had an activity that really grew out of Ted's desire to build a feeding station for the winter birds. These two interests were year-round. Ted and father were as interested in the discoveries that Mary and mother had made in the world of furniture as Mary and mother had been in the feeding station.

When I say that these two interests were all-year interests, let me explain that this wise father and mother fostered and guided their children's interest to the extent that the family vacation for the next summer was planned to include both of these interests. On their two-weeks auto trip the following summer not one dull moment was experienced, for they were out to see what they could see as they were driving along, at times nowhere in particular. It was fascinating how the most interesting furniture and birds were found when they had least expected to find them. The whole family agreed that the reason they made so many interesting discoveries was because they were constantly on the lookout for them. The children had taken books along to identify all of their "finds."

As the years went on, the children's early interests included not only birds, timber and furniture, but also history, geography, handicrafts, science, cooperation, happy times, and learning to live together with common family interests.

Tom's friend, Bob, was also interested in constructing from timber, but he most of all wanted to build bridges. From his early sand-table days, he adored bridges. Bob still liked to go to the basement to build bridges, reservoirs, and dams in his three-year-old brother's sand-table. Often his father went to the basement with Bob where they had pictures of bridges tacked up on the wall. For a long time they had been saving them with their descriptions and locations. From his weekly allowance Bob had saved enough to buy a kodak so that they could take their own pictures as they drove along the highways. Then Bob and his father learned to develop and print their "snaps," which was much less expensive than having them finished down town. The interest really became so great that the little dark room which Bob and his older brother Charles had built in the basement was not big enough to house the whole family when the films were to be developed.

Hints to Parents

Similarly, other groups of parents and children are finding time for family activities and learning that their pleasure grows in proportion to the interests which they share. For those who would like to find time for family activities, the following hints may be helpful.

1. Find the children's interests and incorporate them with daily duties and daily living together.

2. We, as parents, must have a cooperative attitude in order to guide or help carry on proposed activities and suggestions.

3. We need to be constantly aware that it is desirable for children to be permitted to do independent thinking, to do their own research, to solve their own problems.

4. Parents need to remember also that they themselves are persons with needs and rights of their own. If they become so engrossed in the pressing needs of their children as to forget this, they will be short-sighted. Nothing forms a more solid basis for really enduring family enjoyment of one another than continued flexibility, growth, and change.

5. Parents who wait to find time for doing things with their children usually lose out on this type of family fun. But the families who incorporate these interests with everyday duties and experiences are the ones who have recognized their value and made the effort to enlarge and materialize family activities.

"Out of doors, in the yard, we can have much fun by building an outdoor fireplace from either bricks or stones, and cooking supper there for a change. Let dad and the boys do the cooking and bar all canned food. A marshmallow roast can follow the supper, with stories and songs around the fire afterwards. Horseshoes will also find a place in the yard, and on the side of the house we can hang a dart baseball board. We make the darts from corks, a nail and some feathers. In some places a corncob is used instead of a cork. If there is a strip of concrete from the road to the barn we can paint a shuffleboard outline, and using wooden disks or old tin pie plates and a broom, play the game. A length of rope and an old automobile shoe make an excellent and safe swing. A sand box in a shady place, with the sand at one end damp, means hours of fun for the little ones. Blocks can be made by sawing a 2 x 4 into the size of bricks and rounding the edges, dipping them into dyes for color. Be sure and have a shelf at one end of the sand box so that the pies and cakes may be shown to all. Where there is no shade an awning can be made with a couple of yards of gaily striped material stretched over four posts.

"A flower garden made with wild flowers that can be transplanted interests every member of the family."—*John Bradford,* in a radio address.

Seventy Miles by Foot in the Sierra

By REYNOLD E. CARLSON and RUTH CARLSON

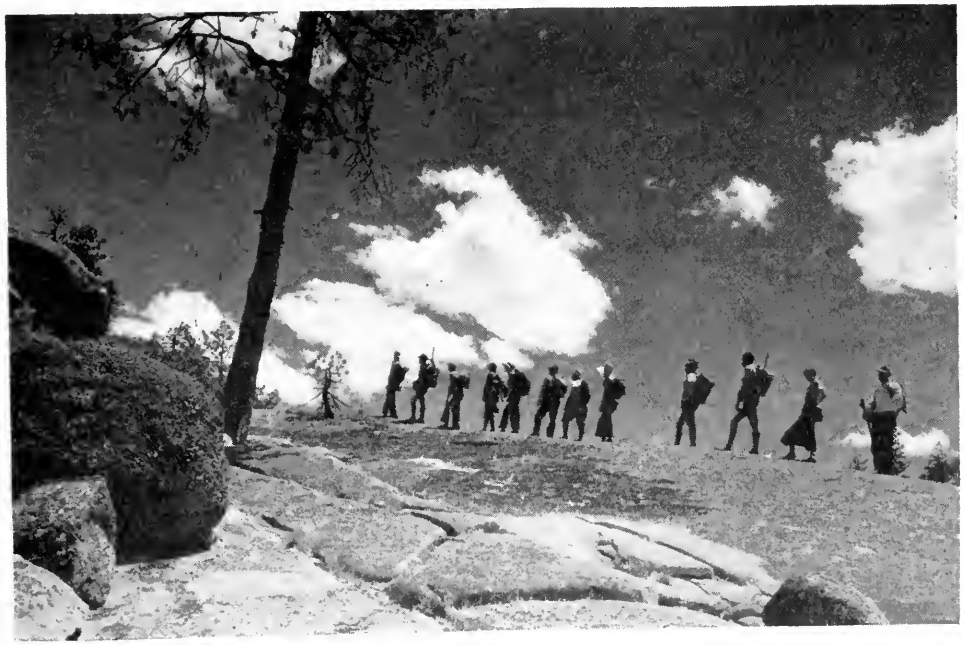
IT IS EARLY on a Monday morning. The sky is cloudless, as is usual during a Sierra summer. The waters of the Merced, icy cold, having but recently emerged from the melting snows of the mountains above, tumble and laugh over granite boulders, dividing temporarily to form the well-named Happy Isles.

Gathered on the bridge is a group of twelve or thirteen men and women, about evenly divided as to sex, ranging in age from the 'teens to that indefinite period when the love of adventure ends. All are dressed in comfortable boots, low shoes, or even tennis shoes. Some wear hiking trousers, some ordinary sturdy trousers or skirts. All carry small knapsacks, containing a change of socks and underwear, a minimum of toilet articles, perhaps an extra pair of shoes—lest the ones they wear rub their feet in the wrong spots—and a roll of adhesive tape to take care of those rubbed spots. A few carry fishing rods, cameras or field glasses.

Let's Start

In the center of the group is a young man in forest green, on his hatband the letters U. S. N. P. S. After waiting for a tardy couple to join the group, he counts those present and announces, "Let's start!" The hikers bid good-bye to those who have come to see them off, laugh at a few jesting admonitions, adjust knapsacks, pose for snapshot pictures, and start out. Several glance thoughtfully at the rushing waters of the Merced, anticipating eagerly the pleasures of following that beautiful stream up past the spots where it tumultuously rushes over the cliffs that form Vernal and Nevada falls, up to its quiet resting places in Little Yosemite valley, up again into some of the highest peaks of the entire country, where the stream, by then divided into countless trickling rivulets, is born.

Such is the typical start of the seven-day hiking trip in Yosemite National Park, California, a unique form of nature recreation fostered by the United States National Park Service. These trips are much more than mere hikes. They are led by a ranger-naturalist, a man thoroughly versed in the ways of bird, beast and flower of the Sierra. Through regions unsurpassed in scenic splendor, with each day bringing new experiences, he guides his party and helps them to understand and appreciate more of the natural world around them than most of them could learn in any other



At the end of the first day they were well on their way

Courtesy National Park Service

fashion. He does not "teach," but he does impart his knowledge and experiences and enthusiasms to those who wish to share them.

Who are those who undertake the trip? They are strangers to each other, most of them, from various parts of the country. One woman is a teacher from an eastern college. Another is a stenographer in San Francisco. A third, a mother, has left her children with someone else in a Yosemite camp so that she may engage in this adventure. One of the men is a movie technician; another, an eye specialist; a third, a high school graduate in Yosemite for the summer before entering college. There is almost no limit to the variety of interests they represent in their work. Nor have they all had previous hiking experience, though each is in sound health. Some are seasoned mountaineers who have climbed the most difficult peaks of the Sierra; others have never before set foot on a mountain trail. But all have in common two qualities — good sportsmanship and a desire for adventure, physical and mental.

The National Park Service has been conducting these trips weekly during July and August for several years, providing the guidance of a ranger-naturalist absolutely free of charge. The only cost lies in the accommodations provided at the High Sierra hiking camps, where "a dollar a night, a dollar a meal" is the rule. Reservations for the trip are made with the Park Naturalist, Yosemite National Park. Not more than fifteen people may go on any one trip.

The hike starts slowly, for the long trail leads uphill, and the naturalist knows that his party will arrive much less tired after a slow trip than after a hurried one. The party stops frequently to admire the view, to listen to a robin, to examine a yellow pine, and, incidentally, to rest. The route for the week is roughly circular, and members of the party will not return this way to Yosemite valley, so they attempt to remember each detail of the changing view. The trail leads past Vernal fall, and the travelers realize that vernal indeed are the plants kept green in the showers of spray. Soon they reach Nevada fall, a higher, more turbulent drop than that of Vernal, seen first from below and finally from above, where, by venturing onto the rock ledge, the hikers may peer over the rim into the stormy pool below into which the waters plunge. The naturalist points out rocks which have been highly polished by the glacier and transports his party back in imagination to the days, recent in earth's history but ancient compared to man's, when this great glacier gouged out the canyon where the Merced flows. He shows them scratches on the rock which give evidence today of the day the glacier moved.

On they move through Little Yosemite valley, where they stop, choosing one of the quieter pools of the Merced, an ideal spot for lunch and for wading.

Already the plant life seems different from that seen in the morning, and the naturalist explain the "life zones," telling how different animals and plants adapt themselves to life at different elevations, so that the climb of about two thousand feet in elevation has brought a completely different form of life, similar to that of Canada. Even more pronounced will the difference be in the next few days, when the party will climb into the Hudsonian zone where life is comparable to that of the Hudson Bay area, and finally will pass timberline, the limit of tree life, but not of plant life, for polemoniums, heather and other alpine flowers still persist, even in the country where snows surround them all summer. Life here is comparable to that in the Arctic. Thus in climbing a few thousand feet the adventurers will find life such as they would otherwise see only by traveling north to the Arctic zone.

Stopping for the Night

The first night brings the hikers to Merced Lake, a beautiful glacial lake, at one end of which lies the camp, a group of tents furnished simply with comfortable cots, chairs, and wash stands. Very few others besides the hiking party are at the camp.

Dinner is the crowning event of the day, and the soup, ham, trout (if the fishermen in the party have been lucky) vegetables, home-made bread, coffee and apple pie, in quantities that would make one blush under ordinary circumstances, disappear rapidly. The dinner is doubly appreciated when it is realized that everything was brought up the precipitous trail by mule back. Table talk is friendly and animated. Hiking and eating together in the mountains have broken down artificial reserve; seldom on such trips is there a "Mr.," "Mrs.," or "Miss" left after the first few days.

Dinner over, every one is free. There are no obligations, no work to do. What a pleaure to be able to relax so completely! As the night shadows gather the air grows chilly, sweaters are donned gratefully, and the group migrates to the fire built

out of doors in the center of camp. They sing old songs. Two of the girls sing an improvised parody on each member of the party, which brings them a lion's share of applause. The naturalist tells about some subject close to their interests—perhaps the story of pioneers or Indians in these mountains, or it may be a story of the bears or deer abounding there. The camp hostess surprises the group by bringing out some corn, and the sound and smell of popping corn erase all memory of the huge dinner.

Courtesy National Park Service

Mt. Dana, which is the second highest peak in Yosemite, tempts many hikers to climb its more than 13,000 feet

The campfire breaks up about nine, for the day has been long and morning comes early in the High Sierra. There is not much talking in the tents, except from one man so stimulated by the beauties of that day that he must express his enthusiasm. The rest fall to sleep, and he talks on. No bed was ever so comfortable as these little cots after a long hike!

The brisk morning air makes appetites keen, but even the hungriest of eyes are satisfied when they fall upon prunes, corn flakes, cream of wheat, eggs, bacon, fish, hot cakes, syrup, muffins, jam, coffee and chocolate. Eat some of everything—if you can! With such an encouraging start to the day, knapsacks are shouldered again, and the party is off with a hearty "Good-bye!" to the couple who operate the camp.

Off Again!

The second day carries the party to timberline, over Vogelsang Pass, and gives the more energetic members the thrill of climbing, perhaps for the first time, a real mountain—Vogelsang Peak, 11,511 feet high. Many people have questioned the sense of climbing mountain peaks. Though the view obtained from a peak is itself sufficient reward for hours of laborious climbing, there is the additional reward in a sense of achievement and of physical self-sufficiency that defies all "common sense" denunciation of mountain climbing.

Near the pass the observant hiker catches a glimpse of the mountain cony, that short-legged, round-eared, tailless little "haymaker" of the mountains, who prefers for his home the high country just below timberline.

This second day's hike brings the adventurers into still another zone of life. The red firs and jeffrey pines are left behind, and the graceful mountain hemlocks, the juniper and the white pine take their places. Finally, as the last tree of timberline, is the white-barked pine, the hardiest of all Yosemite trees, forming forests of dwarfed trees, triumphing in that bleak country which forces other trees to seek more kindly altitudes.

When the pass is finally reached and the hiker looks down on the vast expanse below, with its many quiet glacial lakes, he forgets the stiff muscles and sore feet that have irked him all morning. On no other morning will those muscles annoy him quite so much; the second day out is always the day when sore muscles manifest themselves.

Night finds the party at Vogelsang Camp, not far below timberline. How quiet and restful here! No city lights, no noisy doorbells or automobile horns, in this restful little camp which looks up toward eternally snow-covered peaks.

On the third morning the party starts out for Tuolumne Meadows, taking its choice of two routes, one direct, one longer. The longer, usually more popular, follows the Lyell fork of the Tuo-

lumne River. Here the water is heavily laden with "glacial milk," that white rock-powder which the glacier on Mt. Lyell has incredibly ground and which clouds the water for miles before the stream can lay down its burden.

Tuolumne Meadows is a broad, flat area, filled with flowers and lodgepole pines. Here the naturalist spends much time showing the group the flowers of the meadows, which are at their prime, for it is still spring at this elevation. Indeed, from April to September it is spring in the Sierra, if one will but "follow the springtime" from the foothills to the highest passes as the season progresses.

The most civilized spot the hikers encounter is Tuolumne Meadows, for here is a small store where they may buy new supplies of adhesive tape, films, or candy bars. Here, too, via the Tioga Road, come automobiles, which look rather strange, for the hikers have seen and heard nothing like them for three days—a short time, perhaps, but oh! how long in experience!

Mountain Climbing They Go!

Since two nights are to be spent in Tuolumne Meadows, weary ones may rest all the next day. Most, however, chose to tackle a real mountain peak by climbing Mt. Dana, the second highest peak in Yosemite, 13,050 feet high. Early on the fourth morning, then, burdened only with a lunch, they start out, perhaps escorted this time by the young ranger-naturalist from Tuolumne Meadows. They ride via the Tioga road to a spot about four miles below the summit and start hiking from the 9,700 foot level.

A wild flower garden, gaily carpeting the mountain with myriad colors, greets them near the beginning of the ascent. Flowers never before seemed so colorful and luxuriant in growth. A sleek, fat marmot, erect on his hind legs, peers at them curiously from a granite boulder, barks shrilly, then clambers awkwardly out of sight.

As the group goes higher the slope gets steeper. Colorful, metamorphosed, sedimentary rocks appear, contrasting vividly with the usual grey granite of the Sierra, and the naturalist explains that these ancient rocks have remained untouched by the glaciers which scoured away sedimentary boulders from the valleys below. On the northeast slope of the mountain the party looks down with wonder upon what seems at first to be a large patch of dirty snow. This is a living glacier, grinding, with incredible force, the hard rock below, even as, on a larger scale, did the glacie which made Yosemite Valley.

Over the boulders they scramble, stopping t exclaim at the tiny lichens — red, green, yellov white, and black—which cover large sections of th rocks. Not until the very highest boulder on th mountain is reached do they sit down. Theirs i the reward of viewing a panorama of one of th most beautiful mountain ranges in the world. T the east they look down, far below, to Mono Lak and the desolate Mono Craters. Looking wes they see the jagged Cathedral Range in back o which lies Yosemite Valley from which they de parted three days before. North and south run the main crest of the Sierra, with peaks as hig as or higher than Mt. Dana, all mysterious, all in triguing, beckoning with that lure which Kiplin expressed when he wrote:

"Something hidden. Go and find it.
Go and look behind the Ranges—
Something lost behind the Ranges.
Lost and waiting for you. Go!"

Lunch and the signing of names in the registe (a formality never neglected by the one whos first mountain conquest this is) being over, th hikers trudge back to Tuolumne Meadows, ar riving in time to take a shower and to rest befor dinner and the evening campfire.

On the Fifth Day

The travelers, on the morning of the fifth day cross the Meadows en route to Glen Aulin. On of the girls has brought lemons and sugar, but re fuses to tell why. Her secret is out when th party stops at Soda Springs, a natural soda water A glass of this, with lemon and sugar added makes what the party unanimously agrees is th "best soda pop ever."

Glen Aulin, the goal for the night, is an easy walk from Tuolumne Meadows, so the hikers ar leisurely. Nevertheless, it is only shortly afte noon when they arrive. Some declare this to b the most beautiful camp of the entire trip, situ ated as it is in a beautiful little glen at the base o the snowy White Cascade of the Tuolumne River Most of the party decide to go on to Waterwhee Falls, three miles below in the Tuolumne gorge The fishermen carry their rods and reels, for rain bow and Lock Leven trout abound here, an everyone wants fish for breakfast. Thunderou cascades, alternating with quiet pools, afford sur prises at every turn. The Waterwheel Falls ar an unusual sight. The rocks upon which th

waters rush throw the water upwards and backwards twenty feet into the air, giving the impression of a complete moving wheel of water.

Then the Sixth Day!

The sixth day, leading over the McGee Lake trail, is another easy day. Or is it only that muscles have hardened so that hikes of ten miles seem simple now? At any rate, the party is feeling rested and gay, so some nature games are played as they walk. One of the games is "Sentinel." The leader of the group acts as sentinel beside a tree or flower and refuses to let anyone go by without giving the "password," which is the name of that tree or flower. After five days with the naturalist the hikers know the common trees and flowers by name, but several have trouble with the rare plants and, as punishment, must go to the end of the hiking line.

In spite of the many floral displays they have seen the travelers are not prepared for the lavish extravagance of the meadows and woods along this trail. Shooting stars, corn lilies, leopard lilies, Queen Anne's Lace, gentians, monkshood, columbines, and countless other Sierran beauties abound here. Among the pines the hikers glimpse that most colorful and weird of all Sierran flowers, the dazzling snow plant — "a very Mephistopheles among plants," garbed completely in bloody red, with red stem, red bracts, and red flowers. Sights like these are the reward of the conservation policy of the national parks.

Each camp so far has had some unique attraction, no two being alike, and Tenaya Lake Hiker's Camp is no exception. Here the sandy lake shores invite the swimmer more than have the cold glacial lakes above. Here also is a rowboat, and rowing is a welcome sport, perhaps because it uses the arms instead of tired legs.

The Last Night Together

This is the last night together, and the group gathering around the campfire for the sixth time is more meditative than before. Each night the magic of the campfire has been exerting its spell, and each night the members of the party have shared their experiences more and more. Why is it that conversation is freed from restraint and artifice and pettiness when the speakers are looking into dancing flames and glowing embers? Perhaps the men feel a harking back to the primitive times when all grave problems were decided around a council fire. Or perhaps each man can best forget himself by looking into the fire and knowing that his companions are doing likewise. There is a lot of nonsense about "looking the other fellow in the eye" when one talks; for the one who does is too likely to watch for the effect his words are having on the other fellow; he is not in the gentle self-forgetful mood of the finest discussions. Many are the subjects discussed at the campfire. Politics is mentioned, but it seems far away and unimportant, belonging to another world where newspapers, radios and other non-essentials exist. Philosophy, science, religion, art — the eternal verities — are more popular, and there is a desire to measure one's entire life with these as the scale.

The last campfire breaks up reluctantly with the singing of "Taps," and the fire is doused out with buckets of cold water until only wet grey ashes, crowned by a swirl of grey dust, remain.

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The sixth day of the hike finds the group at McGee Lake with its rare charm

Courtesy National Park Service

Recreation After Fifty

By BERNARD SACHS, M.D.

BARRING certain well known physical limitations, the proper form of recreation for men and women over fifty, is to *re-create,* to continue doing those things which one has been accustomed to do, and to add a few new tricks. It is a sound physiological principle that any organ of the body must be encouraged to continue its activity if it is to function normally. This is as true of the mind, or let us say, of the brain, as it is of the heart or liver.

Do not stop *re-creating* at fifty, but keep on. The chief trouble is that men and women take too much thought about advancing years. The best way to make a hypochondriac of a man is to let him feel that he has done his job, that his business ability has brought him success and therefore he may quit; or, that a woman at fifty has raised her family, has prepared her children for their life struggle, and therefore there is very little else for her to do. Instead of talking about recreation, or even thinking about it, I would much rather have them forget all about the number of years that are being added to their span of life, and would have them continue in their activities so long as there is any possibility of their continuing.

Courtesy Recreation Department, Reading, Pa.

Making a dress at the social center is proving real recreation. She is learning a new "trick," for it is the first dress she has ever made!

Of course it is a great thing to be able to play tennis even after fifty. My own tennis was inhibited at fifty, because I was told by my daughters, "Dad, your form is no longer fit to be seen on the court." Most men and women will do well after fifty to play doubles, not singles. At sixty, be sure that your heart can stand the strain even of doubles.

Golf you may continue as long as you have legs to stand on, and a heart that will pump satisfactorily. Keep on playing golf as long as you are able to do so without undue fatigue and without getting too mad at yourself. Twelve or fifteen holes instead of eighteen may fill the bill.

And, if you have been a walker, an amateur Finley, keep up your daily walks; do not let your limbs grow stiff. It is still the very best form of exercise for the aging person. As for riding, get into the saddle daily, if you ever had the habit of it, but ride easily and in a way that will not call for unusual physical or mental strain.

Learn to run a car before fifty, and you may continue running it, and you will not be beset by doubts as to your reaction-time. If you start it after fifty, you may have a little hesitation at the beginning, but there are plenty of years left for you to remain in charge of that car and to remain a wholly independent citizen. Do not depend on others until you have to.

The more careful the life you have led, especially as regards tobacco and alcohol, the more persistent you have been in some form of physical exercise, the better prepared you will be for that greater longevity to which we are now entitled.

Physical recreation does not tell the whole story. Mental activity is my main theme. Not all men and women are alike. Of course not. But many a person would be helped if, in earlier years, he would develop special interests — not merely hobbies — that would keep him interested in the affairs of the world after his own bread and butter period had been ended successfully.

A number of physicians, feeling this need very keenly, or-

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Dr. Sachs is one of the country's leading neurologists and authorities on mental and nervous disorders. He has written a number of books and many monographs.

The Problem of Leisure in Relation to Correctional Institutions

Much interest centers about the subject of recreation in institutions of various kinds. We present here extracts from a statement prepared by Mr. Lies at the request of the Director of the Governor's Prison Commission who heard the writer speak on the subject of leisure in relation to prisons at a conference of Illinois prison officials.

By EUGENE T. LIES
National Recreation Association

IN RECENT YEARS the subject of leisure has been receiving more and more attention at the hands of all sorts of thoughtful people — educators, sociologists, social welfare workers, clergymen, criminologists, judges, probation workers and certainly among professional recreation workers. Some prison authorities are turning over the subject in their minds and asking questions. And that is well.

In order to adapt a recreation program for leisure time to the inmates of a correctional institution we must consider certain basic facts about prison population:

First, a large proportion of prison inmates got into trouble because they did not know how to use their free time to good advantage. Careful studies lend proof of this assertion—either the inmates were not educated for the constructive use of their leisure or the opportunities for such use were not easily accessible to them, or both.

Secondly, about ninety percent of the persons committed to prisons and reformatories come out again to mingle in society. There are comparatively few lifers. If, then, while they are incarcerated, they get no real education for leisure and have no adequate opportunities for engaging in free time activities, they will emerge as poorly equipped to deal with an abundance of leisure as they were before they were committed.

The third consideration that would naturally come to the mind of the practical prison administrator is the necessity for considering the demands on the prisoner's time while in the institution. He must do his daily chores, he must work, he has some schooling to attend to—he may perhaps get some recreation.

In the fourth place, prisoners are people in a controlled environment—a world apart—and must be dealt with in a different way from a group that faces recreation problems voluntarily.

The question thus arises — what can be done during the period of incarceration to make these people better men, better women, with better physical and mental health, with more wholesome ideas about themselves; with better attitudes toward the rest of human-kind, toward the community, the government, the law and the Great Creator; with better ideas regarding work, better skills developed for making living through work and on the whole better ideas as to what "quality living" may be?

A prison program that embodied the right answers to these queries would of necessity provide the means for filling to the full the period of stay of inmates from day to day. It would be a program that presumably would arouse and hold their interest, tend to keep them out of the doldrums of despair and make them of less disciplinary concern to the whole administration.

The spirit of officials, their attitude toward prisoners, their very conception of the purpose of incarceration would, in most cases, need radical change from the thought that they are keepers and punishers over to the other conception that they are guiders and trainers.

The three major elements in the total scheme of things in the institution—work, schooling and recreation—would need to be revamped to bring it in accord with these ideas and this spirit, and, furthermore, staffs would need to be trained accordingly. Only in this direction lies the hope of making detention in a prison or reformatory a salutary rather than against a really dangerous process—dangerous to the individual committed and to society.

Any program of recreation must be closely related to other phases of prison life. A word is necessary then about the two major phases of prison life, namely work and education:

Work

On the work side, the correctional institution must, of course, have in mind first production for the institution's own needs, then if it can find legitimate outside markets for more goods, it produces more.

The evidence seems to be that these two objectives do not provide sufficient labor for a large inmate population to keep it busy through a reasonable daily work period, whereupon follows the "stretch-out" plan which puts more individuals on a unit of work than are really necessary which in turn encourages soldiering on the job. But even this device fails in sizable institutions to engage all inmates in useful labor. In either case, there is considerable idleness.

Reference must be made to the fortunately increasing provision of definite trade instruction of which shop practice is a part. This is all to the good, provided the individual is expertly guided into the type of training for which innate qualities and desires seem to fit him.

Education

The usual educational methods in correctional institutions are deadly monotonous. Not enough teaching materials are at hand, no charts, no objects, no pictures. Lesson learning is the main idea. Not much, if any, discussion. Little of the spirit of adventure in learning is apparent. Stern academic atmosphere prevails. Men and women are regarded as children and trifling are the techniques employed. And so minds are not opened to wider horizons of understanding and appreciation, nor stimulated to an eager desire for more.

Then there is too much laid down in routine course form and not enough attention paid to the individual and his peculiar needs.

In many institutions also there is insufficient opportunity given to those of higher mentality to pursue cultural studies. Of course, all inmates should be plentifully exposed to cultural experiences during their stay, this on various levels of understanding in progressive succession. More about this later.

Recreation

Then we come to the field broadly termed "recreation." Usually it is made to mean only physical activities whereas we should broadly include under this term all those things that can be engaged in aside from the job which brings a living, the things which give deep satisfaction and are carried on with a free spirit.

It is clearly realized that in talking about recreation in a prison or reformatory we run into all sorts of prejudices and strange ideas as to pampering and the offering of soft living to law violators. And yet the right understanding, the scientific understanding of the nature of recreation leads one to the conclusion that it can be used to serve great human ends, immediate and in future. It can do something now to promote the very purpose of a modern correctional institution, namely the building up and turning out of real men and real women.

Rightly handled, as to leadership, what can participation in activities in these fields do for human beings? Experience in the outside world as well as in institutions for convalescents, for the mentally sick, and in some institutions for waywards and delinquents amply proves that you can, among other things:

Arouse desire for knowledge
Arouse desire for health and strength
Develop self-respect
Develop desire to please others
Develop initiative and resourcefulness
Discover hidden talents which when exercised bring a new sense of worth and dignity
Promote mutual helpfulness
Promote team work
Build appreciation of beauty and ability and greatness
Arouse wholesome awe and better understanding of the wonders of nature.

"Recreation is no longer considered to be among the superfluities of life, but is one of the primal essentials of healthy, well-rounded personalities. Recreation offers opportunities for the free, voluntary selection of pleasurable activities of mind and body which, by contrast with the usual cares and routine occupations of daily life, refresh and rejuvenate."—*Clara Bassett* in *Mental Hygiene in the Community.*

Note the penetrating understanding of an authority as to the significance of recreation.

Essential Needs of Recreation Program

What then are the essential needs if a recreation program of this sort is to be carried out and if all departments of the institution are to combine their interest and efforts to turn out a worthwhile human product?

The answer is:

Right leadership, employed, trained, understanding, specialized leadership, supplemented by selected inmate leadership and selected volunteers from the outside. An adequate recreation program cannot be promoted by an athletic director. The right person for this job is one who has been trained for the purpose.

Right facilities

Class rooms with modern educational equipment

Library with adequate book, pamphlet, magazine and picture stock (Here it should be remembered that state libraries have extension departments through which it may be possible to make book loan arrangements; also that state and federal departments issue a large number of valuable free and small cost pamphlets)

Chapel with church atmosphere
Gymnasium, adequate to care for peak loads
Small and large recreation fields
Auditorium
Moving picture and stereopticon apparatus
Radio receiving outfit
Shops
Music rooms
Gardens
Greenhouse

Right Types of Recreation Activities

Samples of types of activities are the following:

Physical

Gymnasium classes
Baseball
Football
Push ball
Volley ball
Basketball
Track and field activities
Ping Pong
Horseshoes and quoits
Shuffleboard

Visual

Moving pictures
Stereopticon shows
Picture study

Mental

Recreational reading and study
Literature and language courses
History courses
Economics and sociology courses
Discussion Groups
Institution papers, weekly and monthly
Spelling bees
Lectures
Classes for special discussion of leisure

Dramatic

One and two-act plays
Impersonations
Minstrels
Puppetry

Civic and Social

Inmate committee responsibilities
Activity leadership responsibilities
Inmate advisory council responsibilities
Civics classes

Nature

Astronomy
Gardening
Microscope work
Simple chemistry
Simple biology
Study of birds
Study of flowers
Study of animals

Manual—Arts and Crafts

Woodwork
Metal work
Clay work
Weaving
Plaque work
Drawing
Painting
Pastels
Leather work
Cardboard work

Musical

Bands
Orchestras
Small ensembles
Guitar and banjo clubs
Harmonica clubs
Choral groups, small and large
Choirs
Concerts

In offering the above suggestions for program activities it is understood that some of them cannot be applied under the conditions of prison life. They may be suggestive, however, as to the direction a recreation program may take.

Important Considerations

1. More participation and less onlooking.
2. Participation of the many as over against development of star teams in the physical realm.
3. Participation by everybody in some one or two special activities with choice given to choose.
4. Form hobby clubs
5. Use holidays for special events.
6. Hold periodical exhibitions of art and handcraft products.
7. Bring outside talent, carefully selected, into the institution at regular intervals: speakers, musicians, artists, business men, doctors, lawyers, etc.
8. Before the time for parole or discharge arrives give the prisoner a well written booklet on the subject of use and abuse of leisure, its possibilities for degrading human life or elevating it to sublime heights of satisfaction and happiness.

Last Word

The problem of leisure for a correctional institution has two aspects; one that pertains to the life of the inmate while he is held in leash; the other has to do with the same person when he is out on parole or has been discharged.

The regimented unnatural life of a prisoner tends to make him rebellious and to drive him crazy: leisure time occupation with a tinge of joy in it may keep him tractable and sane.

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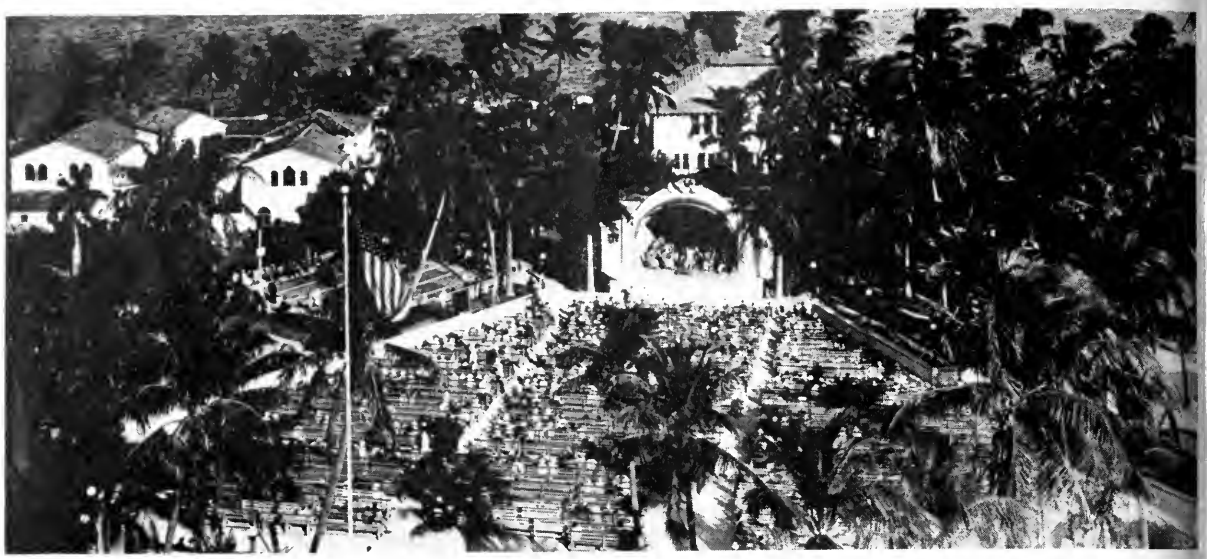

Courtesy West Palm Beach, Florida

Public Recreation in Resort Cities

By GEORGE W. BRADEN
National Recreation Association

"THE QUEEN CITY invites you to come and play." "A good city to work in, to live in, to play in." "Here is the world's greatest playground." "Visitors welcome."

Such slogans as these are to be found in many a resort city whose recreation for tourists and visitors is its chief business. And where recreation is a major public service meeting the leisure time needs of visitors as well as of home folks there are special problems of administration.

One of these problems is that of finance. While many of the activities for tourists are self-directed and self-supporting through fees and club dues, others are provided at some expense to the city, and the recreation budget must be adequate to care for the unusual demands of those who are in the city primarily to play. This is necessary if the city is to provide for adequate structures and outdoor spaces for the use of out-of-town visitors.

Special Facilities, Features and Services

The resort city will not only give unusual attention to the development of its natural and acquired open spaces and buildings but it will need to provide very generously for sports such as golf, tennis, Badminton, bowling on the green and alley bowling, shuffleboard, roque and croquet, handball and squash; for fields for baseball, cricket, polo and soccer; for bridle paths and hiking trails; for facilities for aquatics, boating, fishing and winter sports, and for indoor centers for dining and dancing, pool and billiards, card games and other quiet recreational activities. Special features and services will include ample picnic areas with all services for lunching and for cooking meals, boardwalks and rest pavilions at beaches and watering places, and ample opportunities for music, arts and dramatics. Many resort cities have daily organ recitals, frequent band and orchestra concerts and community sings. Some consider reading rooms, rest places and library service as recreation service. Special major features are museums and galleries, aquaria, planetaria, zoological gardens, arboretums, conservatories and special gardens.

For the Children of Visitors

Special consideration is given to the children through playgrounds, children's gardens, children's libraries and indoor centers under trained and skilled leaders. Programs for children will include radio, story-telling, puppet shows, arts and crafts rooms, garden and nature tours, and sports leagues and tournaments. Groups and classes are often arranged in arts and crafts, swimming, beach sports, music and rhythmics. If the resort is one having large historic interest, literature, guides and lectures should be arranged for.

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You Asked for It!

Question: When a recreation department does not have funds enough for the salary of a special handcraft instructor for boys, is there any way of conducting a program which will at least give the boys a taste of a handcraft program?

Answer: We were faced with this problem on the Montreal playgrounds so we hit on the following scheme. We held several meetings of the men supervisors at which the question of handcraft for boys was discussed from every possible angle. Finally it was decided that rather than have no handcraft activities at all, each supervisor would be made responsible for conducting handcraft activities on his playground. Suggestions for games with diagrams were drawn up and some of the games were included in the playground kits as a means of arousing interest. Each supervisor was allotted a cash budget of $15 with which to buy such material as paints, sandpaper, fretsaw blades and other supplies. Each ground was given 200 feet of scrap lumber and material for making bulletin boards. Additional supplies were to be furnished by the children themselves from cigar and grocery stores.

It is rather early to predict the success of this project, but there is every indication that it is working out successfully. — *Stanley Rough,* General Supervisor, the Montreal Parks and Playgrounds Association, Incorporated.

Question: There exists in our city a gang of boys from fifteen to nineteen years of age who have not attended school beyond the sixth grade. These boys live in a neighborhood near a community house, a playground and several churches, but they refuse to participate in the programs of any of these agencies. They have an urge to destroy the facilities at these centers. I have been presented with the challenge of reaching these boys. Will you tell me what has been done FOR, BY *and* WITH *such groups elsewhere to turn destructive forces into constructive citizenship?*

Answer: The San Francisco Recreation Commission is meeting a problem such as yours by assigning workers at large to neighborhoods where such gangs as you describe are to be found. These workers have responsibility for reducing juvenile delinquency by enlisting young people in suitable recreational opportunities. This plan has been most successful. The workers go into neighborhoods where there is high potential delinquency, associate with the boys and young people of the community, become acquainted with them, and after establishing a friendly relationship, try to interest them in the recreational opportunities which the neighborhood affords.

If any plan is to work successfully it must take into account the fact that the young people concerned are individuals with definite interests and abilities. A ready-made program will not succeed nor will any plan which overlooks the importance of first winning the confidence of the group and establishing a friendly relationship with them. Until the leader becomes acquainted with the group it is impossible to say just what the program should be. Experience in other cities has shown, however, that boys of the age with whom you plan to work who are active and alive and come from neighborhoods of limited opportunities are more often than not interested in athletics. In Boston, for example, it is found that young men from eighteen to twenty responded to the recreation program mainly through major sports competitions. Although this may in general hold true, athletics are not the final answer. Some of the boys may be interested in cultural activities, others in intellectual hobbies.

The experience of Jane Addams in Chicago is the best proof of this, and for an understanding of the situations which she found there you could do no better than read her well-known book, *The Spirit of Youth and the City Streets,* (Macmillan Company). Miss Addams later wrote a book, *Twenty Years at Hull House,* which you may also want to look up.

A more up-to-date study of youthful gangs and their interests and activities is reported in the book entitled, *The Gang,* by Frederic Thrasher (University

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We want to remind you again that we are depending on our readers for material for this page. What are some of the problems you have had to face in the development of your recreation program? How did you meet these problems? What activities, and what methods of organization have you found particularly successful? Have you any "budget savers" to suggest? Your suggestions will help some one!

Journalism in Miniature

By AGNES HAAGA
Recreation Department
Memphis Park Commission

WINCHESTER PARK was the site of the oldest graveyard in Memphis, Winchester Cemetery, the resting place of many of the pioneers of the city. Neglected and crumbling, it remained an eyesore until a few years ago when the tombstones were cleared away and replaced with swings, slides, sand-piles and a large wading pool. The one-time cemetery has become a shady, green-grassed park to which the children flocked from the crowded neighborhood.

We had no grounds for complaint where the attendance of the children was concerned. They knew that the playground was theirs to use and enjoy. On the other hand, the adult attendance, while fairly large, was not in proportion. The older people seemed not to realize that recreation was for them as well as for children; that a playground is not just an athletic field but also an open-air classroom for handicraft, dancing, dramatics and singing. Our playground needed a channel for communicating its value to the neighborhood and establishing a closer bond between it and the community at large.

One day when we were recalling the active and useful part that the student paper played in our High School life and wondering if a similar instrument could not possibly fit our present need, the president of the local civic club asked our opinion on publishing a mimeographed bulletin advertising each week's special activities. At the same time he offered to furnish stencils and paper and the use of a mimeograph machine in his office if the playground directors would take charge of assembling the news.

The First Steps Are Taken

Five associate editors were chosen from the boys and girls, each having one of the following activities to write about: 1. girls' athletics; 2. boys' athletics; 3. sand modeling and handicraft; 4. safety; 5. special programs and coming events. (Included in the last were dramatics, dancing and singing activities.) The editors appointed gathered news regarding their assigned activities from the captains of the athletic teams, officers of the safety council and the presidents of the various classes. For future programs and events the playground directors were consulted.

The front page sketch for the first issue published July 1, 1936, and all the following issues were selected from a bulletin made up by the Recreation Department. This bulletin contains a detailed schedule of the summer's activities and simple sketches illustrating each week's events. Thus all our little papers, whether they advertised the Fourth of July activities, the wading pool carnival or the Tales of Enchantment Week, were appropriately illustrated.

After the material had been gathered, assembled and typed on stencils, it was turned over to the president of the civic club, who ran it through the mimeograph machine after office hours. In the summer the office of the Recreation Department furnished more necessary materials, including the use of its own mimeograph machine, and the directors, with the assistance of the editors, were responsible for the mimeograph work.

The First Issue

The first two-paged paper contained our new playground cheer song, editorials expressing appreciation to members of the Park Commission and the civic club, officers and the time and place of meetings of the Safety Council and a new safety song. In the program column the names of the winners, judges and participants in that week's pet show were given and details of our next program announced. In the athletic column appeared the captains and alternate captains and stars of the adults' and children's ball teams, scores of games already played and the time and place of future games.

Pressed for space in this first issue, a detailed schedule of summer activities for children and adults was promised in the next paper and an invitation was extended to everyone, big

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Miss Haaga, the playground director responsible for initiating the miniature newspaper described in this article, strongly advocates the publication of such short news sheets as a means of arousing in adults a realization of the values the playground has to offer them.

Mountain Climbing Has Its Thrills!

By SARAH OWEN

We have come to feel that more consideration should be given in the magazine to the forms of recreation which individuals enjoy. And so from time to time we shall publish articles telling of activities people enjoy by themselves, away from crowds. Anyone who has experienced the thrill of mountain climbing and has stumbled upon some adventure, as mountain climbers invariably do, will appreciate the situation which Mrs. Owen so vividly describes.

BUFFALO PARK adjoins Buffalo Creek in South Platte Canyon, Colorado, and lies about fifty miles west of Denver. Twenty or so years ago it was a fashionable summer resort, but with the growing popularity of automobiles people sought more remote places and Buffalo Park lost some of its patronage. Nevertheless the beauty of this park and its surroundings still survives, and I love to think of the many happy hours I spent during the three years I lived there with my lawyer husband while he was recuperating from an illness.

Our chief recreation was hiking over the mountains with gun or fishing rod in hand. Usually my husband and I would go together, but there were times when I delighted in wandering away by myself to listen to the wild voices about me. There is no finer or better way of restoring one's health than by getting close to nature—breathing deeply and inhaling the healthgiving odors of the vegetation nature has given us. To do this is to feel oneself *come alive* and to awaken to the joy of simple living from which so many of us have strayed in search of artificial pleasures that seem to sap our very life and soul.

It was while I was here that I truly learned to live and love the out of doors. The peace and the quiet, the gay songs of the birds, and the chatter of the "sassy" little furry folk who came to know me so well that they would eat out of my hand, thrilled me. Wise and knowing are these little wild folk, and I loved to make friends with them.

We had always been lovers of rural life and had a dream home which would be nestled in a quiet, peaceful valley with the music of a low murmuring stream flowing close by. In Canada, where I was born, I was never happier than when wandering through the woods or along the river banks. My husband, American born, migrated with his parents from Indiana to Minnesota in an ox-drawn covered wagon when he was a boy only twelve years of age. Since we are both from pioneer stock we come naturally by our love of nature. My husband greatly enjoys recalling the days of the founding of Lamar, Colorado, where he helped his parents set out the first

Adventure is certain to await him who would go mountain climbing in our national parks!

Courtesy National Park Service

peach tree which thrived and bore prolifically.

I was always inclined to be venturesome. One afternoon late in the spring, the air was warm and redolent of the freshness of the pines. Flowers everywhere seemed to lift their faces to welcome and beckon me on. Beside me trotted Blackie, our cat, who felt she always had the right to accompany me on my strolls. She would follow along, first behind me, now in front of me, sometimes so close to me that she would threaten to trip me. Then again she would race ahead of me only to hide behind a clump of bushes and jump out at me on all fours with her back arched like a bucking bronco. She was good company and I delighted having her along.

On this particular afternoon I donned my hiking togs and we went, Blackie and I, down the canyon along the profile of the mountain. After tramping about two hours I stopped at a point opposite the Cathedral, a mountain noted both for its beautiful coloring and its resemblance to a cathedral. A little farther up the canyon is another noted landmark in the form of a mountain known as "the Bishop" because of its striking resemblance to a preacher in his robes standing before his pulpit, reading.

It was at this point opposite the Cathedral that I decided I had tramped far enough and should be returning. Stumbling over fallen trees and stubbing one's toes against unobserved rocks or stones are part of the price one pays for hiking in the mountains, and I found myself doing this many times. I had climbed under the last barbed wire fence and was on our own ground again, but I was still about half a mile from our cabin standing high on the mountain top. Dreamily and somewhat tired I strolled along the mountain side looking neither up nor down. I was about midway up the mountain and was making good progress when I became venturesome. The soil had disappeared from under my feet and I was walking on sandy ground which for the most part was granite. It was easy enough going for a time since the rock was ridged and my feet found firm footing on these. But, alas, the ridges gave out and the granite became smooth and sleek and disintegrated in places. If ever I was thankful for crepe rubber soles it was then for they helped me materially in keeping me from slipping. I was afraid to turn back. The farther I went the more the rock seemed to crumble under my feet. I looked about me now and all that I could see, it seemed, was granite, granite, staring me in the face! I felt panicky. I chanced to look down the mountain and to my horror saw at its feet a turbulent creek dashing against huge, jagged boulders lying thick and forbidding in it. I wanted to cry out for help but this would avail nothing for no one could hear me above the roar of the creek.

It was then I recalled vividly what a noted climber had told me about his experience. He would raise himself up the side of a huge boulder on his back by planting his heels and the palms of his hands firmly against it, and raise himself by inches up its side. He would, too, dig his toes and finger tips into the side of the mountain to get a better hold, and in this way work his way to the summit. I tried the latter method, but it is risky business digging with the toes where the rock is disintegrated for one may easily loosen more than is desirable. I went slowly and my finger tips were nearly raw from clawing away at the fine gravel. All the time I kept saying to myself, "Keep a cool head, keep a cool head." It seemed a long time before I dared move my feet. About five feet above me was a stocky little pine about a foot in height. I knew from experience in trying to dig up trees of this kind that their roots go deep into the soil, and I realized that if I could only pull myself up within reach of it and grasp it, it would hold me and I could then pull myself to safer ground. I was still trembling and feared the consequences should I fail to grasp the little pine or should it give way with me. "Keep a cool head," I continued to caution myself and somehow I did. By degrees I crept slowly up until I was within a foot of the pine. And then in what seemed to be sheer desperation I sprang toward it and succeeded in grasping it. How my poor heart thumped! I drew my feet up under me and pulled myself up on the rock. Out of a crevice in this the little pine had rooted itself and was held so fast that all my efforts to dislodge it were futile. I wanted to transplant it to a tub where I could care for it and watch is grow.

As you may imagine, I sat on the summit of that rock for some time collecting my wits and looking down at that rushing stream which the snows of winter had swollen into such an angry torrent that it would have rapidly swallowed me up.

And where was Blackie all this time? I cast my eyes higher up the mountain and spied her sitting on her hind legs squinting down at me and seeming to say, "You're lucky!" As I approached her she scampered playfully away ahead of me for home where I found her on the doorstep.

Physical Training and Recreation in Great Britain

BRITAIN IS DEEPLY concerned about her national physique. Recent findings show that due to faulty nutrition and lack of physical training many of her subjects are far below par. Active measures have already been taken to assure adequate nutrition for those in need; and now a comprehensive plan for physical training and recreation has been announced.

A memorandum explaining the government's proposals for the development and extension of the facilities available has been presented to the Parliament by the President of the Board of Education and the Secretary of State for Scotland. This memorandum describes the present position of physical training and recreation in the country, marks the inadequacy of existing facilities, discusses important questions of policy and outlines a scheme of advance.

The schools were first examined and found wanting in proper leadership and facilities. The greatest need was found outside the schools, however, in the lives of those whose daily environment was in the office and workshop. Local authorities were found to have a variety of powers for aiding physical training and recreation. Volunteer organizations were strong and varied.

Why Should Government Act?

In the light of all of these agencies and powers to act locally, the question was raised as to why government should find it necessary to take special precautions to see that proper training was given. The answer, in brief, was "that without some measure of control coordination of effort, the provision must necessarily be sporadic and incomplete, and that the funds available from all sources are insufficient to cover the ground as fully, as needed." A major argument for government action was that facilities provided by existing agencies varied greatly between districts, and the poorer areas were likely to be neglected.

Questions of policy were raised.

1. Should attendance on these new exercises be compulsory or voluntary?

The answer was that all participation should be voluntary.

"The aim of government is not to secure that between certain ages every boy and girl practices certain physical exercises or achieves a certain standard of physical development, but to inculcate a wider realization that physical fitness has a vital part to play in promoting a healthy mind and human happiness. It is a way of life and an attitude of mind, the importance of which is continuous and not limited to certain years in early youth."

2. Should the scheme be built up anew from the start, or should it be based on development of existing agencies.

The reply to this policy question is significant.

"It would — be not only wasteful but bad policy to ignore the large and varied amount of work that is already being done by various agencies, both public and private—. A scheme operated direct by the state might secure a greater uniformity in the facilities provided, but it would not achieve its purpose if, as is probable, it failed owing to its very uniformity, to attract the attendance of those for whom it was designed."

3. What should be included within the scope of physical training and recreation?

The answer was "any scheme must embrace the whole field of physical culture and should therefore include arrangements for increasing the supply not only of gymnasia, but also of playing fields, swimming baths, and other means of healthy physical recreation. Moreover, it has to be recognized that many may desire opportunities for physical exercise and recreation not solely as such, but as a part of a fuller club, or community life, and the scheme will accordingly extend to combined provision of this character."

This digest has been made from the *Physical Training and Recreation Memorandum* explaining the Government's proposals for the development and extension of the facilities available, presented by the President of the Board of Education and the Secretary of State for Scotland to Parliament, by command of His Majesty.

The Proposed Scheme

The scheme as laid before Parliament called for organization on the following basis:

(1) Two National Advisory Councils of about thirty men and women each, one for England and Wales, and one for Scotland. The duty of these Councils will be to survey the field and to advise as to the needs of development and as to the way in which they can best be met. These Councils will set up local committees.

(2) Two Grants Committees, of three members each, who shall dispose of applications for grants, and attend meetings of the Advisory Councils.

(3) Local Committees, whose members shall be representative of local educational authorities (for higher education in England), of voluntary bodies, and of other persons who have special knowledge and experience. (The term "local" is broader than city or town, and may mean county, or county borough, or even regions.) These committees shall stimulate local interest and coordinate local effort.

Applications for grants will go through them, they will pass on the comparative values of the proposals and the extent to which their cost can be met from local sources.

(4) Paid Secretaries

Each Local Committee should appoint as a paid secretary a person who is especially qualified for the tasks in hand.

Allocation of Grants

The Grants Committees will have power to allocate funds for the following purposes.

1. Capital grants for the provision of gymnasia and gymnastic equipment, and also for necessary equipment in connection with any associated club or community center.

2. Grants for particular local projects. (Funds will not be given to central voluntary organizations for distribution. This is done to see that funds are equitably distributed.)

Projects of local authorities, as well as voluntary organizations will be equally valid.

3. Grants to selected national organizations which will enable them to supervise facilities provided by local voluntary bodies with the aid of grants.

4. Grants for the establishment of a National College of Physical Training.

The purpose of this college is the training o men leaders who may exercise wide influence i the realm of physical education. No provision i made for women, because there is said to b enough training facilities for women.

5. Grants to certain university centers an other training institutions with a view to promot ing training in physical education along moder lines.

6. Grants to the Central Council of Recreatio Physical Training (this body corresponds to National Council of Social Agencies.)

This is meant to supplement other provision for training, to provide expert advice, and wher necessary, to provide adequate salaries for teach ers and leaders.

7. Grants to the National Playing Field As sociation, to make that body responsible for con sidering application and distributing grants in aic for the provision of playing fields.

8. Grants for Swimming Baths.

Such grants will be made only where such baths cannot be provided by local authorities.

9. Grants in aid for camp sites and other fa cilities for physical recreation.

Finance

Accurate forecasts of the cost of such a pro gram of government aid could not be made. How ever, "the Government consider that the neces sary capital grants would be of the order of tw million pounds spread over a period of about thre years, . . . and that in addition annual charge might be in the neighborhood of £150,000."

This outline of Britain's plan for grants in ai for national and local physical training and recr ational projects is significant in that it is on a pe manent established basis with simple but effecti organization for its administration; provides f training of leadership and is designed compr hensively to meet the needs of groups that ha been missed by the efforts of local authorities a voluntary organizations.

Playing Fields, the Journal of the Natior Playing Fields Association, London, is recordi the developments taking place in Great Brita not only through the scheme described here b also through such agencies as the King Georg Fields Foundation which will have over £400,0 to spend on the provision of playing fields.

WORLD AT PLAY

Women's Clubs in Lansing

THE Board of Park Commissioners of Lansing, Michigan, in cooperation with the local WPA, has sponsored 27 interesting women's clubs with a total membership of 350. The clubs, known as "Home-Makers' Club," are composed of women who are or have been on relief. The groups meet twice a month in homes of members. Programs of the meetings include discussions of health topics, food preparation, home decoration and character building. Some time during each meeting is given to games or social activities. These clubs are quite distinct from the recreation clubs which meet in school gymnasiums during the winter and which are made up largely of young married women. From the membership of these clubs Mrs. H. R. Harvey, Director of Recreation, has arranged for a three day camp for about 100 women which will be held at the Boy Scout camp. Mrs. Harvey is assisted in her program for the women's clubs by five WPA workers.

Some Novel Activities

TWO novel activities have been conducted in Quincy, Massachusetts, under the auspices of the WPA. A solitaire tournament was conducted for 16 weeks with 962 participants. Sixteen different games were printed in the ledger, one each week, and winners were selected every week. A magazine exchange proved very successful. From March 1 through April 30, 1937, 1,172 magazines were received, 2,246 were exchanged, and 671 were read on the premises.

Linden's First Year in Recreation

THE Board of Recreation Commissioners of Linden, New Jersey, in its first annual report ending April 15, 1937, gives an accounting of its use of the $10,000 appropriated by the Common Council for the first year's work. It tells of block dances and roller skating evenings, of eight playgrounds and five community centers conducted, of an athletic program, and of the development of hobby clubs. A room, formerly the police court room, has been transformed into a hobby room for the hobby clubs. Benches for woodwork and model aircraft building have been built and powerized tools have been installed. A small alcove has been made into a dark room for the use of the camera club.

Make Your Yard Attractive!

IN an article in the *Indianapolis Times*, Olive Barton urges saving plenty of room in the backyard for the children's playground. She suggests making this playground as attractive as possible by planting trees and shrubbery. "Go to the city market or a tree nursery and you will be surprised at the low cost of saplings and shrubs. Willows, if you have damp ground and often if you haven't, will grow very fast and soon will be as large as your house. If porches are not screened and the children use them for play rooms, there are innumerable vines to be planted." Among these are morning-glories, woodbine or Virginia creeper, moon-vine, Dutchman's pipe and honeysuckle.

Recreation Week in Salt Lake City

JUNE 13-20 was designated as Recreation Week in Salt Lake City, Utah, when Mayor Erwin issued a proclamation urging "the people of Salt Lake City to avail themselves to the fullest of the recreational activities available in Salt Lake City and to encourage their friends and associates to greater enjoyment of public parks, playgrounds, canyons, resorts and other recreational areas." During the week Fairmont Park was formally opened with a dedication ceremony at the outdoor theater, and there were a number of special events and radio broadcasts scheduled during the week. On four days there were recreation lunches held by the Executives' Club, the Knights of the Round Table, the Elks and the Kiwanis Club. Fifteen recreation centers were opened for the season and a three day recreation training institute was held.

"How To Produce a Play"

» » A series of articles by Jack Stuart Knapp which first appeared in a number of issues of RECREATION have been brought together in a booklet just off the press.

» » Choosing and casting the play; the rehearsals; the final performance; suggestions for costuming, make-up, lighting and scenery, make this an exceedingly practical, helpful book for the inexperienced play director.

Price $.50

●

National Recreation Association
315 Fourth Avenue
New York City

A Shakespeare Festival—The Berkeley, California, Community Players, is a group sponsored by the Berkeley Recreation Department under the supervision of Charles W. Davis. The Director of the Players and his staff are workers from a WPA project. The players were organized in 1933 and since that time have continuously produced plays for both children and adults. From time to time they present original plays, but most of their productions have been well known theater classics with particular emphasis on Shakespeare and eighteenth century comedy. An annual play writing contest, drama tournament and civic Christmas pageant are among their activities. All of the major productions of the group combine the allied arts of the theater, music, dancing and drama.

On June 5 the Hayward recreation leadership project sponsored by the County Superintendent of Schools and the Hayward Community Recreation Commission, presented the Community Players in a Shakespeare Festival at the Bret Harte School amphitheater. There were Morris Dancers, the Highland Sword Dance and other English dances and selections were given by the English Ballad Singers. Scenes were given from four of Shakespeare's plays. One of the interesting things about the festival was the fact that it represented a community cooperative project and an interchange of talent and facilities. The people of Hayward have recently completed a fine outdoor amphitheater, but they have no group of players. The Berkeley group has been producing plays for some time and have the necessary organization.

Recreational Demonstration Areas—According to Arno B. Cammerer, director of the National Park Service, twenty-six organized vacation camps on recreational demonstration areas in thirteen states are ready for use this summer. Leases have been executed with a number of organizations which are sponsoring vacations in these areas for children of families of the lower income group.

The "Story Lady" Visits Akron Playgrounds—The first annual report of the Akron, Ohio, Department of Recreation tells of the story-telling program conducted last summer on the city's playgrounds. The "story lady," as she was called, with the help of three assistants and some volunteers conducted 50 story hours weekly at 25 different playgrounds for groups ranging in size from five to over 100. At all times the informality of the summer playground was observed. The group sat in a circle on the grass under the trees or on the edge of a sand box or on benches if it had been raining. Dogs and kittens, too, sometimes were among the listeners, especially on days when pet shows were held. Each program was carefully planned in advance, and a wide range in the type of stories was sought. Sometimes the children themselves would take part by telling stories and occasionally stories were dramatized.

Sports Week in Hamilton—From June 19 to June 28 Hamilton, Canada, celebrated Sports Week. There was a great variety of events from baseball games to an elaborate aquatic carnival. Bicycle races, pet shows and horseshoe pitching tournaments were among the activities in which individuals and community groups participated. The week was in charge of the Hamilton Sports Week Association, of

which J. J. Syme, Superintendent of Recreation, is honorary secretary.

Grand Rapids Conducts an Institute — On June 7, 8 and 9 at Camp Blodgett on Lake Michigan near Grand Haven, the Department of Health and Physical Education and Public Recreation of the Grand Rapids Board of Education dedicated its third annual recreation institute. The program included the discussion of a number of topics not usually found on institute programs — for example, American folk lore in recreation, nature study, mounting and modelling, the making of musical instruments on the playgrounds, stringed instrument instruction, Indian lore and bead stringing, and organizing the playground program for the socially retarded youngster. There were a number of demonstrations and exhibits in connection with the institute.

Detroit's Annual Kite Day — Almost 700 kites were entered in the Kite Day contests recently held under the auspices of the Detroit, Michigan, Recreation Department. The children contested under the following classifications: Junior standard division, ages eleven to fourteen; novelty juvenile frame division; big kite division, box kite division; juvenile standard frame division, and junior novelty division.

A New Playground in Sydney, Australia— The Municipal Council of Sydney, Australia, has opened its second playground. An interesting feature is the establishment of a children's library service through the City Library, through which 1,000 volumes are now available. An assistant librarian visits the playground one afternoon each week between 3:30 and 5:30 to arrange for the issue and return of books. The library is housed in a new field house containing a club room, a play room for children of preschool age, two staff rooms with attached dressing rooms, two storage rooms, and toilets for boys and girls.

Tether Ball—Hartzell E. Buckner, Fairfield, California, writes he has found that the tether ball pole can be held in place by the use of an old car wheel. If the tire is still on the rim it adds protection. This can be rolled about at will. Wedges can be driven in and glued which will hold it secure. The string holding the ball may be a small clothesline rope, woven not braided. Mr. Buckner writes that he leaves two feet of rope slack at the top of the pole which can be let out as the rope wears off at the lower end.

The American Planning and Civic Association Meets—The necessity for wise planning was stressed at a dinner held in Washington under the auspices of the American Planning and Civic Association, Frederick A. Delano presiding. Three speakers, Dr. Wood, district chairman of the National Resources Committee from the University of California, Mr. Charles Elliott, executive officer of the committee, and Dr. Charles E. Merriam, a member of the committee, also a member of the President's Committee on Administrative Management, stressed the importance of planning for city, county, state and nation, and told what is being done throughout the country. Heretofore, it was brought out, there has been a sad lack of consideration of the importance of projecting the democratic purposes into the future and giving thought to the development in nature, technology and social functions.

Youth and Crime—"In 1935 the largest age group among those arrested in cities throughout the country as reported to the United States Bureau of Investigation was age nineteen. In 1936 the Bureau reported that the lead in arrests had been taken over by the twenty-one year old group and that the age nineteen group was in fourth place." *Austin H. MacCormick,* Commissioner of Correction, New York City. *Better Times,* February 1, 1937.

A Substitute for War—". . . There's a huge network of vendettas spread across these mountains. Everybody's involved. I've been talking to the responsible men, trying to persuade them to liquidate all the old accounts and start afresh."

"They'll die of boredom."

"No, I'm teaching them football instead. Matches between the villages." He smiled. "I've had a lot of experience with vendettas," he added. "All over the world. They all detest them, really. Are only too thankful for football when they're used to it."

"Those games! Can't we ever escape from them?"

"But they're the greatest English contribution to civilization," said the doctor. "Much more important than parliamentary government, or steam engines, or Newton's Principia. More important even than English poetry. Poetry can never be a substitute for war and murder. Whereas games can be. A complete and genuine substitute."—Excerpt from "Eyeless in Gaza," by *Aldous Huxley.* Used by permission of Harper and Brothers.

"See Memphis First"—The June issue of the Memphis, Tennessee, *Municipal News* is a vacation number. "A *Real* Vacation at Home" and "See Memphis First" are among the slogans used in telling of the resources available. The pamphlet suggests that the swimming pools, golf courses, tennis courts and parks of Memphis are most attractive places for the stay-at-home vacationists. "Adventure awaits you in the pages of books," heads a column describing the resources of the library and its branches. A brief description of the attractions of the art gallery and the exhibits at the city museum, together with suggestions for sightseeing tours of unusual places, form a part of the pamphlet.

Adventures for the Stay-at-Home—Life need not be dull or dreary to a New Yorker because he has to stay in the city all summer. What to do, things to think about, and things to do *and* think about are written up in such a tantalizing fashion by the Clearing House for Leisure Hours of Grace Church, that the real problem lies not in what to do, but in what to do first. The bulletin asks, among other things: Have you eaten your lunch out on the dock at East 26th Street and watched the boats go by? Have you browsed in the second-hand book shops between 10th and 14th Streets on Fourth Avenue? Do you know that the organ in St. Marks' Church is the oldest in the city? And do you know the little "Lady of the Dew" who ornaments the garden? Have you seen an old, dirty, dark tenement house? Won't you ask the Tenement House Commissioner to show you one? That's something to think about! Have you ever tried to draw or paint? Get a pencil and a box of paints at once and see what you can do. Get a teacher, too.

These are but a few of the many suggestions in the bulletin, which is entitled "Things to Do in the Spring and Summer of 1937 in New York City and Things to Think About."

A Guide to a Summer in Chicago—The Chicago Recreation Commission is making available to members of its local recreation committees a 32-page illustrated booklet listing over one hundred interesting places in the city to visit, including parks, museums, universities, industrial plants and suburban points of interest. Hours, charges, and free days are noted. Thousands of these booklets (published in 1936 by the Commission) have been distributed by railroads outside of Chicago as a guide to prospective out-of-town visitors, but it furnishes suggestion for Chicagoans, also, who may have to spend their vacation in the city.

In Dearborn, Michigan — The Dearborn, Michigan, Department of Recreation recently announced in a nation-wide way, a civil service examination for Director of Women's and Girls' Activities. As a result of this test Miss Lorraine Boekeloo of Kalamazoo, Michigan, has been appointed to the position, to begin work in the fall. In addition, a full time Director of Boys' Activities has been authorized and Willis Lutz has been selected as a temporary appointment. The summer playground season which has been eight weeks long has been increased to nine weeks this

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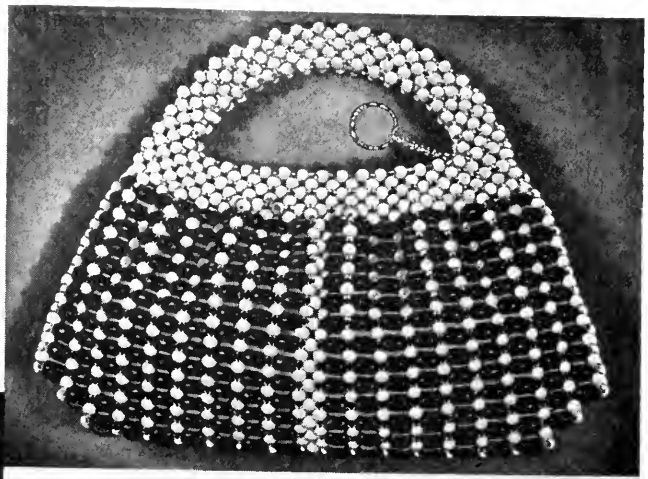

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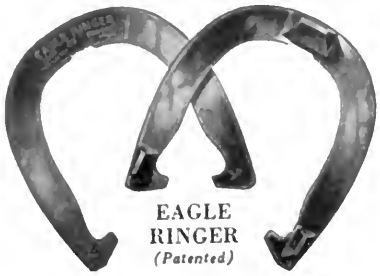
summer. A wooded park has been added to the recreation facilities in Dearborn through a gift from Henry Ford, and is being prepared for use by Ford employees.

Activities in Philadelphia—The July issue of *Play*, a bulletin issued by the Bureau of Recreation, Department of Public Welfare of Philadelphia, tells of interesting activities in Philadelphia. Street showers and play streets have been opened throughout the city, and by July 15 over 1000 showers and 170 play streets were in operation. The play streets are supervised by the Bureau of Recreation, but WPA leadership is used. The Department of Public Welfare was invited to send exhibits to the Exposition in Paris, France. The Bureau of Recreation's contribution was a number of very fine handcraft articles; two concise reports, one in English and one in French, telling of the activities conducted by the Bureau, and photographs of the swimming pools and recreation centers.

The Swim of a Century—Rather than swimming a mythical hundred miles, swimmers entering the competitive "Swim of a Century," sponsored by the Lincoln Park Recreation Committee and the Northtown *Economist* of Chicago, will swim a hundred years—a hundred years marked off into units of so many laps for so many years of Chicago history. Various historical events serve as "mile stones" along the way and are woven into the rules. For instance, if swimmers reach a certain point or year such as the Great Fire, the depression or other adverse events in Chicago's history at a specified time, they are penalized so many laps or "years." Extra laps or "years" will be awarded when the swimmer reaches outstanding events in the city's history. Other unusual and fun-making rules will prevail. To launch this event properly, the *Economist* will distribute several hundred tickets entitling the holders to three free swimming lessons at the two pools in which the event will be conducted.



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Popularizing Badminton—The Public Recreation Commission of Cincinnati, Ohio, in an effort to interest people in Badminton has put on a demonstration which was most successful. On the baseball diamonds of Taft Field, which is lighted for night use, ten Badminton courts were laid out and arrangements were made for an exhibition game between two expert players. The district champion was engaged as an instructor. The first night all the courts were in use, and every Thursday night since they have been fully utilized. The plan will be followed of reserving the entire field every Thursday during the summer and fall. Badminton courts will also be laid out at the individual play centers and playgrounds.

Playgrounds in Des Moines — The playground and Recreation Commission of Des Moines, Iowa, is operating thirty-four playgrounds this summer. An interesting feature of the program is a boys' band of about 300, divided into groups which play in some playground each night. Community singing is popular on the playgrounds and the sings are attended by approximately 1,000 people. The Recreation Commission's budget for this year is $23,500, an increase of $3,000 over last year.

Wheel Night at a Children's Center—Wheel Night was one of the events of the series of guest night activities conducted this summer by the Children's Community Center of New Haven, Connecticut. Children were notified to assemble their bicycles, wagons, scooters, pushmobiles and anything else on wheels, and a number of events were planned. There was first of all a grand parade which passed by judges who determined which was the most unique, the best decorated one, the best wheel made and entered by a contestant, and the smallest wheel. Among the events were tricycle, pushmobile, bicycle, roller skating, kiddie car, and skate scooter races, hoop rolling and tire rolling and wagon pull. Other guest night activities included Mardi gras, stunt night, field night, game night, a pet and hobby show, a dramatic contest and minstrel show, and a circus.

Home Visits—Last summer as a means of interpreting the playground program and at the same time enlisting participation, the recreation directors of the Decatur, Illinois, Community Recreation Association spent an hour and a half each day making contacts with families in their neighborhoods. If none of the members of a particular family were registered at the center, the director visited the home and extended an invitation. Or if a person suddenly stopped coming to the center, the director would call at the home and find out why.

A Tot Lot Playground in New York — The Boys' Athletic League of New York City in July opened at West 49th Street a playground to be used exclusively by children under ten years of age. The test for admittance is whether a child can walk through a hole in the high galvanized iron fence without stooping or speezing. The hole, cut in rough silhouette form and looking like a keyhole, is three feet, six inches high and less than two feet at its widest point. Even parents are not admitted. They may look at their children, however, through some round portholes in the fence. The lot accommodates about 300 children.

Recreation—a Factor in Helping Maladjusted Individuals

(Continued from page 280)

Many of you in the recreation field have similar r even more striking examples. All of you agree hat one must recognize the emotionally maladusted individual for what he is when we find him r when he comes to us. Further, we would robably all agree that the sources of maladjustent are numerous, the forms it takes equally dierse, and the methods of treating it varied. I am sking you today to consider with me particularly hat aspect of the use of recreation as a factor in reating maladjustment that focuses attention on he *personal, intimate* creative experience which very individual wants to enjoy but which so few ealize. I must remind you again that I thoroughly ppreciate the value of all kinds of recreational ctivity as we ordinarily see it developed in comunities. The baseball game, the scout club, the roup sports where competition is modified, all of hese are valuable, even indispensable aids in the uilding of wholesome personalities. But espeially in the consideration of the treatment of motional maladjustment through recreation I trongly urge you to recognize the dynamic forces hich lie concealed in each of us—forces yearng for expression through personal experiences f creativeness whether they be through the finer oordinations of the hands, in painting, modelling r collecting; or the larger coordinations of the ody in dance, drama or outdoor work.

The Park Conservation Program

(Continued from page 284)

n the Atlantic shore. We have lost that art. ivilization has softened us, made us clumsy nd inept at such simple tasks as chopping a lock of wood, cooking a meal over an open re, providing ourselves a shelter with all the aterials nature has so lavishly supplied us. ature has become a profound mystery to us, nd consequently we have lost the pleasure of atching her at her masterly task of creation, ven when we go out where she is at work. f camping is to again become a way of life, as should, we've got to start in the kindergaren and learn our ABC's.

Organized camping, then, becomes the school hereby we learn to camp, so that, when we ave acquired enough of the rudiments, we ay go forth on our own to explore the high-

GOOD *clean* FUN

. . . That's the first rule of sportsmanship . . . of all play; good clean fun, clean air, and a good clean place to play.

But air laden with dust is not clean air, and an athletic field, a tennis court, or a baseball diamond that is thick with dust stirred up by the wind or running feet is not a clean place to play.

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ways as automobile campers, to cruise the wilderness in a canoe, to ride horseback through mountain fastnesses, or to wander far-flung trails with packs on our backs.

Organized camping also teaches one the art of living as a member of society. The first society grew up around a camp fire. There the child learned to recognize parental authority, to follow a wiser leadership until he was able to lead of his own accord; there he learned the habit of give and take which is fundamental in social life; there he learned to orient himself in such a way as to protect his own rights, and at the same time to respect the rights of others. It was upon these traits, acquired around the first camp fire, that society has erected its super-structure, and it is upon these traits that its future must continue to rest. As we acquired these essential social traits around the primitive camp fire, so we may, in this era of new leisure, preserve them around the modern camp fire.

These are only a few of the values to be derived from organized camping, but I believe you will agree with me that they are important enough to grant this activity place in our park conservation program.

Where They Sail Their Own!

(Continued from page 285)

of the clubs' twelve-year-old commodore. One girl and two men also placed with their craft.

Not race winning, however, but the good sportsmanship shown by contenders was the event's characteristic which most pleased recreation leaders and which repeatedly elicited commendation from a mile of onlooking parents and friends along the banks of the marine stadium. For despite skilled craftsmanship, some superior models were bound to meet with several varieties of plain hard luck! With each trim little craft sailing with nobody on board, its skipper following as best he could along one shore and his mate, across a 500 foot width of waterway, running along the other shore, in company with other hurrying skippers and mates, much depended on chance. One fine craft, for example, after a fair start with sister yachts from the pontoon, was immediately fanned by a mischievous gust of wind to the far shore where its skipper—or perhaps it was his mate—waded out to retrieve it in the second before it bumped, made delicate adjustments on sheets and rudder control and sent it on its way again.

Again, with many boats in the sailing, a few collisions were inevitable. And one smart 40′ was turned about in a tangle with a visiting 72′ and headed back to the pontoon. There skipper or mate sped to start it out once more gamely! A model yacht sailor is a busy person in a race!

The young boatmen come to know much of the natural forces with which they must contend with good grace. They acquire knowledge of the great power of wind and of water, whether it be relentless or satisfying. They learn of tides and currents, of depths and heights, of dead-water, and distances.

And Long Beach Model Yacht Club boys learn to take what comes sportingly, without complaint and without quitting.

A Summer Recreation Program in Action

(Continued from page 286)

night every week is set aside for adults, while private swimming parties may frolic on the other nights. Mixed swimming is carried on all day Saturdays, and several water carnivals are planned for the late summer.

Badminton has proved to be most popular in Palo Alto, as carried on under the night school

and this summer the activity is under the jurisdiction of the Municipal Recreation Department. In the boys' gymnasium of the high school building older men and women, young people, and boys and girls, alike actively participate in the sport.

Community Dances Popular

Community sings and dances in the older district of Palo Alto have been very successful. In addition to the community dances, which are held in the auditorium of one of the junior high schools, the recreation department sponsors biweekly Saturday night dances called the "33 Series" because the admission charge is thirty-three cents. For these dances excellent professional orchestras from the Stanford University campus, San Francisco, or San Jose, provide music. The activity is well supervised and is self-supporting.

A rather meaty program of major productions is scheduled by the Palo Alto Community Players for the summer months. "Journey's End," by R. C. Sherriff, is the July play, to be followed in August by George Bernard Shaw's "Pygmalion," and "Winterset," by Maxwell Anderson, early in September.

Reading in the Open Air

(Continued from page 288)

were—memorials to the famous Spanish authors. The poet Becquer's monument is a case of his books in a Seville park where he used to walk. In another park in Seville, the plays of the brothers Alvarez-Quinteros may be selected from an open bookcase under the trees. The most famous of the Spanish open-air libraries is the Cervantes in the Pases de las Delicias in Seville. In the picture tiles of a circular seat and a lovely fountain, you have the story of *Don Quixote*. Two bookcases, one guarded by a figure of Sancho Panzo and the other by Don Quixote, hold various editions of their ever-amusing story. A replica of the Cervantes library, the gift of Spain to the Mexican people, stands under century-old trees in Mexico City's Chapultapec Park.

The first park library in the United States was, inevitably, in Boston. It was administered, not by the Boston Public Library but by appointees of the Mayor. It seemed successful but it was not reopened after the first year. While the Bryant Park Library is perhaps the most publicized and the most used, outdoor reading rooms have been opened in many other American communities. The little library in Hyannis on Cape Cod was one of

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Red Cross Courier, July 1937
"Of Exercises, Swimming's Best," by Carroll L. Bryant

Parents' Magazine, July 1937
Play at Home and Like It, by Lynn Ray Howard
Cooking Outdoors, by Lettie Gay
Family Fun, by Elizabeth King

National Parent-Teacher, July 1937
Recipe for a Boy's Summer, by Bertha Knapton

Business Digest, July 1937
How Famous Men Spend Leisure Hours

Leisure, July 1937
Cycling Becomes the Vogue Again, by Harry Wilkin Perry
Camp in Comfort and Safety, by Catherine Hammett
Time on Your Hands, by Elise Whitten
Hikers' Paradise, by Foster Dairdoff
Appropriate Camp Sports, by Harlan G. Metcalf

Parks and Recreation, July 1937
Planning for City Parks, by Karl B. Lohmann
Spirit of Adventure in Playground Supervision, by H. E. Varga
Four Bathing Beaches in New Jersey Division of Interstate Park

PAMPHLETS

Des Moines, Iowa, Playground and Recreation Commission Annual Report, 1936-1937

Bells and Bellringing, by Mrs. Satis N. Coleman, National Tuberculosis Association.

First Annual Report of the Board of Recreation Commissioners of Linden, N. J., 1936

Playground Director's Game Kit
Department of Public Recreation, Sioux City, Iowa

Playground Director's Staff Guide
Department of Public Recreation, Sioux City, Iowa

Community Recreation—A Tentative Manual
Department of Education of the State of Minnesota, St. Paul

Program for State Ownership of Park and Forest Land in New Jersey
Board of Conservation and Development, Trenton, N. J.

17th Annual Report of the Superintendent of Public Recreation of the City of Reading, Pennsylvania, 1936

Summer Bulletin of the Department of Recreation, Detroit, Michigan

What Children Talk About

A STUDY MADE of children's conversation in grades three to seven in twenty-four schools, both rural and urban, in various parts of the country, revealed that the topics (discussed by the children when left to themselves) in order of their frequency are: (1) games and sports, (2) personal experiences, (3) trips, (4) pets and their tricks, (5) family and friends, (6) accidents, (7) school, (8) parties, (9) accomplishments (boasting), (10) shows and programs, (11) wild life, (12) thoughts and dreams, (13) current events (history and politics), (14) nature, (15) books (outside reading), (16) rides by vehicle, (17) holidays, (18) helping others, (19) toys, (20) rides on animals, (21) work as an occupation, (22) cooking and sewing, (23) riddles, jokes and stories. Some of the topics overlap to some degree. "Personal experiences" are those not grouped in other classes.

The study is based on the assumption that children, when left to themselves, will talk about the things which interest them most. The teachers in the schools listed the topics talked about at recess and other periods when the children were free, for a period of six weeks. The results of the study showed that interests of children in these grades are relatively stable and that children tend to talk less about their family and friends as they go through the grades and more about school and current events. Personal experiences, play and school rank high in all grades. The study was not entirely scientific, as the author admits, but it presents conclusions and issues which invite further investigation. Note: This study was reported in the *Elementary School Journal,* February 1937, and is entitled "Children's Preferences for Conversational Topics." It was digested in the April 1937 *Loyola Educational Digest.*

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the first to extend its reading space out of doors. The beautiful library in Lake Forest, Illinois, has a perfectly appointed reading court. In Suffern, New York, boxes of books are taken from the library to the edge of a lake where they are used by an eager reading public. The Los Angeles Public Library has opened two park libraries one of which, to the librarian's surprise, has been patronized largely by guests in nearby hotels. For more than four months each summer, residents of Evanston, Illinois, are invited to take pleasant book cruises on the "Upper Deck," a reading room on the roof of the library. In Couchwood, Webster Parish, Louisiana, the little library has an outdoor reading room that can be used most of the year. In Glenco, Illinois, and in New Rochelle, New York, beach libraries make reading part of the play time of both adults and children.

Outdoor libraries, friendly and easy of access, combine happily the joy of reading and the joy of being in the open air. They are welcome oases to the people to whom reading is a natural part of everyday living. They also bring together books and members of the community who might not otherwise read.

Some Contributions of Rural Drama to the Development of Rural Life

(Continued from page 290)

of team work will soon reflect itself in the kind of acting done, it's true. But play production requires that everyone work together—the actors, the stage crew, the make-up committee, the ushers, the business management, the director, and the costume staff. Many taking part in a play have learned the true meaning of cooperation for the first time. Two people can't get along. They are put in a play together. They find the other is not so bad after all and new friends are made. There is a faction in the community. Members of each faction are cast in a play. They forget their differences in their eagerness to produce a good play. The faction disappears. Such incidents can be multiplied by the score by any of you. Play production can be a good way to develop wholesome group life.

Experiences of individuals in learning to work together through play production can also be related by members of groups. It is said the Dane County Federation of Rural Clubs grew out of the drama tournaments. If inter-group cooperation is successful in drama tournaments, why can't it be successful in other ways? If true cooperation requires this then we have great need for such lessons. Individuals may find it hard to work with others—how much more difficult for groups to work together—yet tournaments have required in their very nature inter-group cooperation. Not that we are going to stimulate groups to put on plays in tournaments in order that they may learn the cooperative way—for play production is an art in its own right—but that we will recognize its value in education for cooperation. Thus it may help us and stand us in good stead in case we find we need a "middle way."

A keener appreciation of the place of rural drama tournaments and festivals and a new interpretation of underlying basic rural life philosophies through the country theater can be had. The Danes have developed a kind of rural life philosophy which expresses itself best through the cooperative movement. But its roots are laid in a richness of literature, a system of education, and a history of culture which projects itself into the cooperative movement and forms the very marrow of it. Our people in the country need more of that kind of philosophy, and if the country theater can help give it expression and growth, our farm people will the more easily find their way out of economic stress and social stagnation.

Table Shuffleboard

(Continued from page 292)

Scoring areas in each diagram of a court shall be one ten (10), two eights (8), two sevens (7), and one ten-off (-10).

Live discs anywhere in the ten-off area score minus ten (-10) for each, except when they touch a border line. The separation line here is not counted as a line in scoring.

All points must be scored.

In case of a tie resulting from both sides having reached game-point or over, two complete rounds shall be played, the score of which is added to the first score. The side having the highest score is the winner, provided the score is game-point or over; otherwise play shall continue until either one side or the other has reached game-point or over.

In case the game is won by the side, or player, having last shot, before the last shot is delivered the player must shoot the disc down the court in an attempt to reach the dead line.

To play the game of shuffleboard is sufficient to create a lasting enthusiasm, whether you are a novice or an old-timer in sports. It is a game you can recommend to your friends without reservation. In addition to the fun of learning to play this new game of table shuffleboard, the amateur in crafts may gain satisfaction from the adventure of making his own game.

Why Not A Rhythm Band on Your Playground?

● There is now available a booklet, "Starting and Developing a Rhythm Band," by A. D. Zanzig which will give you just the information you need in organizing "Kinder Simfonies" on your playground.

Send for your copy
It costs only 15 cents

National Recreation Association
315 FOURTH AVENUE
NEW YORK CITY

A Learn-to-Swim Program for Children

(Continued from page 295)

The Certificate

One added incentive was still needed to hold the children's enthusiasm until the finishing touch could be added to their efforts. With this idea in mind, the swim certificate was developed. The certificate was made to fill the multiple duty of a report card, record of progress and diploma. The certificate reads: "The Santa Barbara Recreation Commission awards this certificate to ..... for successful participation in Learn to Swim Program." Blank lines were provided for the signatures of a city representative, a member of the Recreation Commission, and the instructor. These signatures were in the lower right hand corner. The lower left hand corner had printed: Group I, with a blank space for the date the test was passed. Next, Group II, A, B and C, with the ensuing blank space after each letter for the date that would signify that the test was passed, and so on throughout Group IV. To prevent the pupil who had only one date on his certificate from representing himself as a swimmer, the entire achievement test was printed on the back. The completed certificate, with three dates affixed automatically became a diploma, and as an added attraction a small gold star was applied after the third date. To say that these certificates were enthusiastically received is stating it mildly. They

Mark A. McCloskey

Mark A. McCloskey, who has been serving as administrator of the National Youth Administration in New York City, has been appointed director of the Bureau of Recreational and Community Activities of the New York City school system. In this position he will have charge of the community centers in the school buildings and of the summer vacation playgrounds maintained by the Board of Education.

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were signed by E. O. Hanson, Mayor of the city of Santa Barbara, C. C. Christianson, Director of Recreation, and by the teacher.

Every Friday was a day for rare excitement for the children; it was examination day. Every pupil might take as many tests as he could. No grades were given. They could either pass the tests or could not. Out of the two hundred students examined, only eight proved to be failures. The presentations were great fun. Mayor Hanson, accompanied by Director Christianson and Mr. Walter Noble, Chairman, for the Recreation Commission, talked to the children, and Mayor Hanson then handed out the diplomas. There were two presentations, a mid-season one, on August fourteenth, and the final on September tenth. Having only two presentations had its disadvantages. Many pupils had only two weeks to spend. Again, numbers of pupils were from out of town. There were visitors from Oakland, Los Angeles, Santa Maria, and Goleta. The final enrollment was exactly three hundred and fifteen. Over one hundred and seventy-five certificates were awarded.

Fortunately, during the season's course, every pupil did not report every day. In fact they were asked to pick out three days of the week and report on those certain days. Even with this split-up, the daily classes ran an approximate average of twenty-eight for Kindergarten, thirty-one for Beginners, thirty-three for Advanced Beginners, and forty-two for Swimmers. It is to be regretted that the exact count can not be given, but a snap count of each class peak load attendance was taken. Many interesting statistics were lost through failure to keep each individual's daily attendance and progress record.

A number of happy by-products are to be noted. One was the improvement in health. The children who enrolled in the class and attended regularly showed an increase in appetite, weight, muscular development, the ability to sleep, and vitality. All of this influenced greatly their dispositions. Perhaps the most important by-product of the program was the effect it had upon the children suffering from inferiority complexes and timidity. Many of those who had previously been out-done in the fields of strength and speed by their playmates, found that in swimming they were equal to their fellows, and in some instances outshone them. This result alone would have made the program worth while.

Model Aircraft Activity

(Continued from page 296)

Activity in model aircraft building and flying is proving to be a stepping stone for some to a career in aviation. At least five of the boys are seriously planning aeronautical engineering or master mechanics as their life work. One of the members is at present enrolled in an aviation school in Newark, New Jersey.

Recreation for Handicapped Children

(Continued from page 298)

the trying spirit manifested by crippled children is super-normal.

Cardiac children in hospitals, although not al-

A Tribute by the Community Councils

In the July issue of RECREATION there appeared nder the title, "A Tribute to Charles Hayden," n address by J. Willard Hayden given on the ccasion of the unveiling of a tablet in honor of harles Hayden. Mention should have been made f the fact that the tablet was a tribute to the emory of Mr. Hayden by the Community Coun-ils of the City of New York, of which Frank eer Beal is the executive secretary. For ten ears Mr. Hayden was a member of the Recre-on Committee of the Community Councils.

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owed to engage in strenuous games, play check-rs, ping pong and engage in other light forms of xercise that keep the mind and faculties keenly ccupied. The activities selected for these chil-ren depend, of course, upon their individual ondition.

Diabetic children can take part in all forms of ecreation and actual sports competition provided hey do not neglect their insulin treatments and rescribed diets.

The notion that a handicapped child should be ourteously waved aside when games are proposed as happily been discarded, and many new kinds f games are being devised especially for the dif-erent groups who have met with some physical isfortune.

A Gypsy Story-teller Casts Her Spell

(Continued from page 300)

hree thousand children. A great many story-lay performances were given over the radio and t various community entertainments. The year as climaxed by a "Story-Play Picnic" at the Recreation Department's beautiful picnic ground, Sigmund Stern Grove; all of the playground roups joined in this festive holiday, and were ntertained by a program of child dancing and oy symphony music and of course, by more f Mrs. McGuire's stories, of which they seem ever to get enough.

Most of all, story-telling means a lot of fun for he little listeners. But there are other advantages o the story program aside from the entertain-ment factors. The story classics of the world are art of every education; references to *Alice in Wonderland,* to Grimm's *Fairy Tales,* Aesop's *Fables* and many others are common in everything ve read. Yet reading for pleasure alone is a field often neglected in present-day education, and if this phase of cultural learning is not to be entirely omitted it must be supplied in the leisure time of the child. Then, too, the old folk and fairy tales are built around solid philosophic truths with which all children should be familiar. In this day of corroding beliefs and conflicting ideals, it is not always easy to tell children what is and what is not right and good to do; yet if we instill in them during their early years standards of cleanness and fineness—of which the heroes and heroines of the tales of old are no insignificant examples—we can trust them to make decisions for themselves when it becomes necessary.

And certainly not the least advantage—what a relief it is to parents and playground directors to know that at least one afternoon a week in the busy, noisy city, the children will be content to cease their nervous activity, and just be quiet and listen!

On the whole, the Recreation Department believes its summer story program to be one of the most interesting and worthwhile innovations of some time. It sincerely hopes that San Francisco children will continue to take an interest in the stories of Polly McGuire—who has remained the "gypsy" to the children despite the changes in costume; and that communities everywhere will help in this attempt to revive interest in that oldest of all arts—the art of story-telling.

Seventy Miles by Foot in the Sierra

(Continued from page 307)

Then the End of the Trail

A descent of some three thousand feet is the schedule for the seventh day. Around Lake Tenaya, down to Snow Creek, winds the fascinating trail. It is amazing how much more one sees, hiking like this, than one would either on horseback or in automobile. How could you stoop to examine the beautiful fringed gentian from a horse's back? From an automobile you would not even see the flower, much less examine it. You may see extensively by horse or car, but to see intensively you must use only your own two feet.

At the start of the Tenaya zigzags, the last lap on the journey home, someone cries, "Let's count the zigzags!" and the problem arises whether to count zigs and zags separately or the two together as one zigzag. It is decided to count them as one. As the group winds down the trail into the familiar zone of life left behind a week before, the

Have You an Abandoned Fire House?

With the ever increasing demand for greater activity in the field of drama, it is essential for recreation departments conducting this activity to have a place in which to construct and store the rapidly accumulating equipment for the drama program.

Sacramento, California, according to J. B. Maloney, Superintendent of Recreation, realized its need for a workshop and storeroom just as the fire department of the city was about to change its location to provide greater fire protection for the growing residential sections. The abandonment of the old fire house of sturdy construction, through action taken by the City Manager, resulted in the acquisition by the Recreation Department of a drama workshop. No change in the physical structure of the building was necessary, and only a few minor additions to the interior had to be made. The large room which housed the fire equipment is now used as a carpenter shop and storeroom for scenery and electrical equipment. The room previously used as the sleeping quarters for the firemen has been transformed into a costume shop, the many lockers already built in serving as cupboards for the 2,000 costumes which have been accumulated.

The kitchen and bathroom, with gas and water, were placed at the disposal of the artist who prepares paints, papier-maché, dopes, clay and plaster molds, and other equipment of this type as it is needed. In the larger of the two storerooms an office was established for the supervisor of dramatics; the smaller was used as a stock room for materials. The large recreation room was made over into a "green room" where small groups meet for discussion, readings and social activities.

Although the building is only one story, there is sufficient space between the ceiling and the roof to store papier-maché heads and other small equipment.

Situated on a large, attractively landscaped corner lot in a residential section of the city, the workshop is as attractive as it is useful and supplies Sacramento with a drama center which serves a definite purpose — and serves that purpose exceedingly well!

air gets warmer, and they realize acutely that they have really left the High Sierra. How many zigzags were there? Everyone's result is different, but it is generally agreed that there were something over a hundred.

The group that arrives finally at Mirror Lake on the floor of Yosemite valley is a browner, stronger-muscled, though a dirtier and more ragged company, than that which left Happy Isles a week before. Some have chapped lips and peeling noses, some blistered feet; but these count for little in the realization that they have, on their own feet, traveled through seventy miles or more of some of the most superb scenery in the world and in traveling, have lived intimately not only with others of their kind but with Nature. No one who has spent a week in such communion with the out-of-doors will ever forget.

Recreation After Fifty

(Continued from page 308)

ganized the Charaka Club nearly forty years ago for the purpose of presenting and developing extraprofessional interests. We all felt that there was need of stimulating one another so as to avoid anything like a humdrum existence.

There is nothing worse than to go on living without special duties to perform, and to be waiting for the end to come. Keep your mind active keep your brain going; and for the brain a change of activity, of thoughts, is the best form of diversion and of mental recreation.

I must, at this point, introduce a personal note because I believe that my own preparation for the vicissitudes of age has been helpful to me, and may be helpful to others. I am rapidly approaching the four score period. When I was just fifty years of age I wanted to test my ability to acquire new scientific methods and to determine whether or not I was on the down-hill grade. The Wassermann test had been made known to the public I spent six weeks of my summer holiday in Wassermann's laboratory in Berlin, became thoroughly familiar with the method, was able to make good use of it, and convinced myself that I was not so old, and still able to cope with the youngsters. I stopped thinking of age for the next ten years.

Similar thoughts occurred at sixty. At sixty-six, I was retired from hospital work, but I found other things to engage my attention, to hold my interest, to keep me thinking; and, as I told one of the hospital trustees not long ago: "You retired me on account of age (and very properly

many years ago. I have had the most active and interesting years since then."

And, when only a few years ago, I laid down very important office, I made up my mind that that was not to be the last and before my term had ended, I prepared for another engrossing duty. A few others have been added since.

My motto is, "keep on doing; keep on planning." It will contribute to your own happiness and will make for the good of others.

The Problem of Leisure in Relation to Correctional Institutions

(Continued from page 311)

The conditions surrounding the life of a paroled or discharged individual are hard, tend to discouragement and new derelictions and yet much is expected of him. Why not prepare him while he is in the institution, with inner resources, interests and skills, which may help to save the day and save him to purposeful citizenship?

Public Recreation in Resort Cities

(Continued from page 312)

What About the Home Folks?

It is important for resort cities to make adequate provision for facilities for tourists; it is also important for the city to supply for its permanent residents the facilities and activities which make a community a good place in which to live.

A recent tour of a score of resort cities showed rapid developments in caring for the recreational needs of visitors but serious neglect of the home folks, more especially the children and young people. One city visited which serves tourists unusually well had virtually no public recreation service for those of school age. Near one of the city's downtown recreation centers with very unusual facilities was a school with scarcely any playground space and with no leadership of the meager program offered. Another city with five municipal golf courses had no neighborhood playgrounds under leadership. Still another city with an ocean front civic center costing a million and a half had only three night lighted baseball diamonds.

The importance of tourist recreation is such that it ought not to be conducted as part of the activities of a city department concerned with welfare or similar services, but it should be the concern of a separate major department which will give it prestige and assure it of efficient administration.

The National Federation of Settlements Meets

AT THE National Federation of Settlements conference held on the campus of Indiana University in Bloomington, Indiana, in May, settlement workers throughout the country were able to exchange experiences and discuss common interests. The focus of the conference was on ways of meeting day by day problems which press in on industrial neighborhoods. General meetings on labor-management relationships, on a report of a settlement study of the effect of health insurance on working people in England, and on settlements and social action gave expression to some of the broad interests of the group. Government work relief programs were shown to have made new opportunities in art, music and recreation directly available to settlement neighbors.

Discussion of new methods of education for better living centered around the cooperatives as they were being developed in cities and in rural life. As a constructively educational economic development, cooperatives are scarcely excelled. In Indiana and Ohio strong farmers' cooperatives have grown up since 1920 and are increasingly important as a means of strengthening community life. The technique for supplementing the producers' organizations toward this end has been reinforced through recreation. Miss Neva Boyd of Northwestern University who, with Mrs. Charlotte Chorpenning, also of Northwestern, has for two years conducted recreation training courses in cooperatives, described the development and progress made in these communities and the increasing significance of the recreation groups. So enthusiastic and interested did the folk dancing and dramatics groups become, that they met in the bare village schoolrooms even on the hottest nights for dances and rehearsals. By basing the programs upon the interests of the people, keeping the content at a high level, and allowing leadership to evolve slowly, the groups have remained spontaneous and democratic, and are developing strength.

The bulk of the conference attendance was made up of staff workers directly responsible for the actual carrying out of group work programs. These leaders were concerned chiefly with helping their members to want to understand what is happening in the economic world today and with

finding out methods of breaking the apathy of young people who have not found education to their liking, nor jobs when they have left school. Need for more adequate vocational guidance and placement was constantly expressed. A factor in the recreational life of some cities was the cellar, or independent club, formed by young men who have outgrown their families and cannot afford to marry. In their own club they dance and meet informally without chaperonage of either family or agency. Many settlements work with the independent clubs, offering use of gymnasium and meeting halls, and help to enrich the program and influence standards.

Two evenings, after hours, were devoted to folk dancing, one under the leadership of Miss Boyd and another under the direction of Miss Janet McCrindell of Liverpool, England, one of the founders of the English Folk Dance Society. Miss McCrindell made the point that American usage was tending to corrupt the style and form of English country dancing here. Americans are apt to romp, and they do not pay enough attention to the phrasing of the music and the precision and decorum with which the patterns are worked out.

NOTE: We are indebted to Margaret Day, Henry Street Settlement, New York City, for this interesting report.

You Asked for It!

(Continued from page 313)

of Chicago Press.) This book contains a chapter on attacking the problem which discusses the importance of proper recreation opportunities. We believe you would find this chapter particularly suggestive.

These references may not give you the specific answer to your problem but they will help you understand the situation with which you are trying to deal. There is an excellent booklet entitled, *Settlement Boys Work,* published by the National Federation of Settlements, New York City, which gives some very practical suggestions on leadership of boys' activities. Although it is intended for leaders of groups already organized, we feel sure you would find helpful the suggestions as to how to discover interests, to maintain enthusiasm for an activity, and to develop programs which have some continuity.

Journalism in Miniature

(Continued from page 314)

and small, to enjoy the use of the playground.

This new venture not only resulted in an increased attendance but had a stimulating effect on all our playground activities. Everyone likes to have his accomplishments brought to the attention of others, especially his fellow playmates. This pride in achievement, if not encouraged beyond reasonable bounds, stimulates initiative and ambition. A keener interest in all playground events was evident. The week following the publication of the first *Winchester News,* our park won the first honor flag for having the best all-round playground in Memphis during that week.

The Publication Grows

Beginning as a playground bulletin, by the end of the summer, our paper was rapidly becoming a community publication, with interesting bits of news not only about park affairs, but also on neighborhood happenings and civic events. People who formerly knew very little about playgrounds were astounded when they read of the program offered to both children and adults. Those who were unable to attend and participate looked forward to reading of the weekly doings of their neighbors.

An unforeseen benefit of the paper was realized after a few weeks of publication. This was the opportunity offered to children with writing ability. Of course each child had but a little writing to do. Nevertheless that small bit called for originality and concise expression.

This summer, if our plans materialize, we will print a larger paper, with several columns devoted to poems and stories written by the children. A bit out of the path of playground recreation? I think not. We offer sewing and handicraft to the child with domestic interests, painting and sand modeling for the artistic, theatricals and dancing for the dramatic, singing for the musical, sports for the athletic. Why not miniature journalism for those with literary talent?

You will find a playground paper a new and effective means of advertising your recreation activities—a means that can be realized with the help of your local civic club, PTA, or any other neighborhood organization that is interested in the welfare of the community.

New Publications in the Leisure Time Field

The Arts Workshop of Rural America

By Marjorie Patten. Columbia University Press, New York. $1.50.

THIS STUDY of the rural arts program of the Agricultural Extension Service is the story of the "rise of a host of homespun leisure-time activities among farm people during the troubled years since the World War." It is a fascinating story of typical developments in eight states. It tells of what is being done in drama, music, arts and crafts, folk arts and hobbies. It revives one's faith in the possibility of "building the kind of rural America the farmers of the future will be glad to call their own."

Softball Guide—Official Playing Rules 1937

Spalding's Athletic Library. American Sports Publishing Company, New York City. $.25.

THE OFFICIAL RULES of softball as approved by the Joint Rules Committee of which Arthur T. Noren, Superintendent of Recreation, Elizabeth, New Jersey, is Secretary-Treasurer, are now available. The growing interest in this game and the wide popularity which it is gaining will make it desirable for all recreation workers to be familiar with the rules and with the latest information available about the game.

Some Inexpensive Party and Game Books

THROUGH THE Washington Information Bureau, 1013 Thirteenth Street, Washington, D. C., may be secured a number of practical booklets on parties and games. These include *The Book of Games, Children's Parties,* and *The Party Book,* by Patricia Dubber. There is also a booklet on *Popular Card Games,* by William W. Rodgers and one on *Modern Contract Bridge,* by Harriet V. Heald. The price of each of these booklets is 10 cents.

Creative Group Education

By S. R. Slavson. Association Press, New York. $2.50.

WHAT CONSTITUTES an all-around education? What are the educational influences, formal and informal, which go into personality development? These questions are discussed in this volume, but as the author himself points out in his introduction, the book's major value is in its effort to deal in a practical way with the practical problems that confront the leader and the teacher in the performance of his daily work. With this in mind, Mr. Slavson has devoted the greater part of his book to such subjects as art, music and the dance, creative dramatics and play writing, nature study and science, the gymnasium and the competitive spirit, and the educative value of parties.

Leaders of Young People

The Girls' Friendly Society, 386 Fourth Avenue, New York. $.50.

LEADERS OF groups of youth are constantly looking for practical guides which will help them in making their leadership more effective. This booklet, dealing with the principle involved is all leadership, has been prepared especially for use in the organizations associated with the Episcopal Church. It should, however, be helpful to leaders working with all youth organizations whether boys, girls or mixed groups.

Kit 41-C. Parties and Programs

Edited by Lynn and Katherine Rohrbough. Cooperative Recreation Service, Delaware, Ohio. $.25.

ANOTHER BOOKLET of helpful hints for social recreation has been issued by the Cooperative Recreation Service. Suggestions are offered for an envelope party, a reception mixer, a one way street party, and many other interesting events. This issue of the Kit also contains a cross index of Kits 29 to 40, which gives an alphabetical classification of the games, puzzles, rhythms, songs and dances, programs and stunts which have appeared in these issues.

The Board Member

By New Haven Council of Social Agencies. Yale University Press. $1.00.

THE DISCUSSION GROUP on Problems of Board Members held during the Congress at Atlantic City was one of the most important at the Congress. In the course of the discussion this book was referred to as a most valuable help for executives related to public or private organizations. This little volume of forty-six closely written but readable pages deals not only with the problems of board members, but with important problems of volunteers. The selection of board members, training of board members, meetings, committees, standards of work evaluation, employed personnel, volunteer personnel are all extremely pertinent subjects in the field of recreation today. A chapter on public relations is alone worth the price of the volume.

An extensive bibliography will guide recreation workers to other material related to this subject. This book will make a valuable addition to the working library of any recreation department.

Middletown in Transition

By Robert and Helen M. Lynd. Harcourt Brace and Company. $5.00.

TWELVE YEARS ago, 1925, Robert S. and Helen Merrell Lynd, with a group of trained workers, settled down in "Middletown" to make an objective study of society in a middlewest town which was assumed to be typical of contemporary American life. For a year and half this group of investigators lived with the people of Middle-

town, observing and sharing their experiences. They were concerned with how they made their living, what their home life was like, how the young were trained, how they used their leisure, how they worshipped, and what were their varied activities in other fields of action. The findings of their study, "Middletown," appeared in a volume of 550 pages and was hailed as one of the great contributions to social study and a pioneer in the method of approach to social problems.

After a lapse of ten years, the Lynds went back to Middletown to see what had happened during the boom years 1925-29 and the depression years 1930-35. For the most part, the same pattern was followed as in the previous study. Work, home, schools, leisure, religion and other community activities were observed, compared with the previous study and appraised. Separate new chapters deal with government, the press, health and the Middletown spirit. As they approached the new task, the workers were eagerly expectant of finding exciting new things in the life of the city. A rise to boom heights in 1929 and then a dramatic fall to the depths of four years of depression would surely leave deep scars on the life of that community. The volume, "Middletown in Transition," (604 pages) is a fascinating story of Middletown life during those eventful years.

But what of it all? What did the authors find after ten of the most exciting years of any generation in peace days? The Lynds, at the close of the study, report "that basically the texture of Middletown culture has not changed. Middletown is overwhelmingly living by the values by which it lived in 1925; and its chief additions are defensive, such as, among the business class, intense suspicion of centralizing tendencies in government, of the interference of social legislation with business, of labor troubles, and of radicalism . . . aside from these no major new symbols or ideologies of a positive sort have developed as conspicuous rallying points. Leadership in the community has not shifted in kind, but has become more concentrated in the same central group observed in 1925.

But what of recreation? After reviewing at length the changing attitudes and practices in the leisure time field —the development of public recreation and a widespread emergency program under government leadership — the Lynds conclude: "Here and there, innovations learned under the jarring dislocations of habit in the depression—such for instance as the growth of interest in flower gardens—will continue. But the summary balance sheet of Middletown's four years of prosperous growth and six years of depression experience suggests decidedly that the community has not discovered with the help of its 'new leisure' new designs for living."

To recreation workers this one chapter on "Spending Leisure" is worth an hour in the library. It could be used as a basis of staff discussion, for comparative program study, or a challenge to any community to check up on its process of salvaging the values of an extended recreation program and the conserving of new and valuable facilities and equipment.

Studies in Group Behavior.

Edited by Grace Longwell Coyle. Harper and Brothers, New York. $2.75.

This volume, *Studies in Group Behavior,* adds a unique contribution to Miss Coyle's writing in the field of group work. From studies in theory she turns to case studies of actual groups in the most practical fashion. Five groups, which were a part of a settlement program in a foreign section of an American city, are the "cases." The doings of these groups, even to minute details of behavior of their members, are told in simple reporting style. Personality traits, home backgrounds and personal interests are described as a basis for understanding these individual reactions in the group. The attitude of the leader in each critical decision of the group is noted. At the close of each reported group meeting, questions are asked regarding the conduct of leader and members. To a group leader this will be interesting and helpful reading, and will enable a thoughtful person to interpret the activities of his or her own group. What social attitudes are developing? What new interests are arising? How are members adjusting themselves to each other? What new skills have members developed? What participation in community affairs has been made possible? These and many other questions are answered as the reader follows the continued activities of the groups.

Extra-Curricular Activities in the Elementary Schools.

By Charles F. Allen, Thomas R. Alexander, and Hendree W. Means. Webster Publishing Company, St. Louis, Missouri. $2.25 postpaid.

The purpose of this book has been to set forth some guiding principles for organizing and administering extra-curricular activities in elementary schools. Many practical suggestions are offered, and the teacher wishing information on recreational phases of the program will find much of interest.

The Secrets of Cartooning.

By Chuck Thorndike. The House of Little Books. R.K.O. Building, Radio City, New York. $1.00.

Here is an instruction book in humorous drawing which will tell you just what you need for materials and tools and will introduce you, in a series of ten lessons, to the technique of cartoon making. Each lesson is accompanied by illustrations.

Friendly Animals.

By Lucile Q. Mann. Leisure League of America, 30 Rockefeller Plaza, New York City. $.25.

Mrs. Mann has told here in an exceedingly interesting way of a number of unusual pets. She has discussed them under the following subjects: What are Pets? Home Folks; Friends from Abroad; A Bird in the Hand; The Terrarium; and Water Babies. Interesting illustrations are used throughout.

Another booklet of the Leisure League dedicated to animals is *A Dog's Life*—From Puppyhood to Old Age, by Josephine Z. Rine. The booklet gives the information on training and care of dogs which every dog lover desires.

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Youth Leadership

Two million youth each year ready
for work,

two million youth each year ready
to mate,

ready for adventure,

waiting to live.

Husks will not feed them.

Living for youth each year must be faced anew.

Life through machines is not enough.

Group moulding to other people's ends is soon
recognized for what it is—rank impertinence.

Not what we want, not our point of view
matters most.

But what lies within youth themselves
brought out, drawn out, will in the long run
give enduring satisfaction.

What is within youth—1937 model,

what capacity has he,

what needs he in activity, in food
for his own life?

Money is but a small part of his need.

How may his family, his church, his community
give him emotional security,
make him really needed,
make him really count,
build him into his age and generation?

External wealth and security alone will never
do it.

It's power within that counts.

It's growth of powers, capacities, relationships,
activities that matters.

Youth has always hit the trail,

pioneered,

gone West,

been going places.

Youth is no different today.

The leader is a guider of activity,

a developer of the inner self,

a discoverer of the means of growth.

In the free hours what may youth do
to build a life?

What are the substitutes for
war against the neighboring tribe,
seeking the Northwest Passage,
discovering the North Pole,
living for a time at the South Pole?

What for each individual youth gives
growth, expansion, outreach, lift?

In the hours of freedom when there is
time to build a life, to grow a life,

what avenues are open?

What may each according to his gift do
with hand,
with voice,
with trained eye,
with ear,
with skilled body,
with mind,
with all his powers united?

Man's cry is only in small part a cry for bread,
for gold.

Always — ever —

the desert waste,
the ocean vastness,

the uncharted air,
the inpenetrable jungles,
the snow-covered poles,

the crusades,

the wars,

the battles of the spirit,

the undiscovered areas of thought,

have called men to leave comfort

and the best have given up comfort

to follow a dream, a form of battle

a form of search, a

commanding activity.

The task of the leader and guide
is not by group pressure to make
those in his neighborhood into some
pattern he chooses for them, to build
them into a mould

but rather to know enough about the
nature of man

to try to free each individual to be
himself, to find himself, within
the limit of his possibilities.

One youth's life must not be built at
the expense of another.

Certain fences there must be.

But the unecessary walls that thwart,
frustrate, bewilder

must be removed and outlets provided.

What are the prison walls that confine
the human spirit,

what are the chains that shackle,

what are the clouds that darken,

what are the fears that weaken,

what stops the song,

what makes the dance to cease,

what brings old age before its time,

what takes from life its sparkle,

what blows out all the light and color,

what halts the current of life?

Music, drama, dance, arts, crafts, games,
athletics the leader must know.

Even more he needs to know

the nature of youth, of man,

the heart's unspoken desire.

Of knowledge there is nor height, nor
depth, nor breadth

of what is in the heart of man

that will not serve him.

HOWARD BRAUCHER.

Joseph Lee

On the morning of July 28, 1937, Joseph Lee, for more than twenty-seven years President of the National Recreation Association, died of pneumonia. No words are adequate to express the loss which the National Recreation Association and the national recreation movement have suffered. To many the loss will come as deeply personal.

In the near future an issue of the magazine will be largely given over to Joseph Lee and the meaning of his life and work. It is hoped that later a special day, the same day throughout the country, will be set aside on the playgrounds and in the recreation centers to pay tribute to what Joseph Lee has done for America.

Recreation and the Social Integration of the Individual

To the Twenty-second National Recreation Congress at Atlantic City Dr. Plant brought a message which made a great impression. "Of what profit are techniques," he asked, "if attitudes and relationships are neglected?" "Are results the chief aim of your program?" Dr. Plant's address should be read by all recreation workers and officials.

By DR. JAMES S. PLANT
Director, Essex County Juvenile Clinic
Newark, New Jersey

RECREATION from the point of view of the psychiatrist involves the attitude which one has about a task rather that the task itself. It involves what comes through the way in which one does a thing, rather than the thing that is done. Thus recreation fundamentally arises from certain attitudes.

Attitudes Versus Techniques

This is important for a number of reasons—the chief one perhaps being that you cannot teach attitudes. On the other hand you *can* teach techniques. I can teach you how to play golf, I can teach you how to play foot-ball, to play chess, to do arithmetic—through words. The language of techniques is a verbal language. But I can get you to develop attitudes only through my own attitudes—that is, through contagion. I can give you faith in something only through having faith in it myself. And if I want you really to enjoy something, I have to enjoy it myself. I labor somewhat on this point because to the extent that you are Americans, and especially to the extent that you are tied into the school systems of this country—do you find yourselves in a word-centered culture, in a culture that has definitely committed itself to the teaching of techniques.

Examples of this difference between techniques and attitudes, between words and psycho-motor tensions, between what is known and what is felt, present themselves at every hand! You see it as the baby grows up; as he goes from one to two years, and then from two to three you see so beautifully the constriction of your communication with him as that becomes more and more a word communication.

Often one reads of a situation where four or five or six people are gathered and that these people "feel in perfect communion with each other." The book usually goes on to say "——— though not a word is said." About this the book is wrong; it should read "——— because not a word is said."

Long before there were verbal modes of communication there were these psycho-motor modes of communicating. Long before man could predict and talk about what the weather would be tomorrow, he showed through his dances, his body movements and expressions, through his psychomotor tensions what he hoped and wanted the weather to be.

I have elaborated this first point (that recreation has to do with the attitude with which something is done) because I am absolutely sure that as you go back to your groups it must be with the realization that you cannot teach attitudes — that your groups will develop the proper attitudes only to the extent that you have them yourselves. It is precisely this, if I may be frank, that makes me fearful of this sort of Conference. Out of Conferences and national meetings it is so easy to develop techniques—to develop machinery. And here I stop—except to say that anything which you want to do in your local community in the way of recreation must be something which you absolutely believe in yourself. Here is perhaps the one place in which you have to practice what you preach—where, indeed, what you preach is what you practice.

Interest in Doing Rather Than in Results

Secondly, one says of recreation that it is far more interested in the carrying through of a task than in the result that is obtained; it is in the doing of a thing rather than in the final result that we have the real elements of recreation. Here again you have a difficult struggle ahead of you because it is typical of the American culture that it is interested in results. As long as you are getting so and so many people together, so long as you have such and such tournaments, when you can advertise the thousands who compete — America will call you successful.

We see this with the child, don't we? We see that in the kindergarten and first grade (and from there on) there is praise for the result he obtains. From these earliest years we bend each one to this philosophy of perfection—that it is the best result that is the important consideration. Well, all right. As long as there are trees to cut down and rivers to dam, cities to build—for so long do we have to have results; but unless I very much miss my mark this is not the fundamental element in recreation. To the extent that you add recreation to the group of American activities that are interested in results, to that extent do you sell your birthright for a mess of pottage.

If you are interested in physical education — then of course you are interested in results. There will be every sort of demand upon you as to "what results you are getting." Any pioneer culture has to be interested in results. Wherever man faces great difficulties he must believe that whatever is worth doing is worth doing well. But I take it that this whole movement you are in and are heading up, carries us beyond that.

To the extent that you tie yourselves to the results obtained, to that extent, I think, do you get recognition in your community and get it rapidly —but to that extent, again I say without hesitancy, you are selling your birthright for a mess of pottage.

Recreation as an Integrating Experience

Then the psychiatrist would say about recreation that it is an integrating experience—and that it is so because it follows the rhythm of the individual.

E. C. Lindeman draws a distinction between the tool and the machine. A tool in one's hand—a chisel, a plane, or whatever else—is an extension of the individual. It follows the beck of the individual. It moves on the basis of the rhythm of the individual. But a machine does not do that—it imposes its rhythm upon the worker. A machine has its own rhythm and does not act as an extension of the individual's rhythm.

The psychiatrist sees recreation as an integrating experience because it represents (as does a tool) an extension of the rhythm of the individual. Of course you can make it otherwise if you wish. You can build your organizations, your courses and curricula, build your techniques—you can come to your annual meetings and busily construct machinery which will impose its rhythm upon the people of your community.

Because, of course, there is social machinery just as there is mental machinery. Moreover it is one of the tragic fallacies of American thought that it believes that because it can make every sort of gadget with machinery it can make people happy with machinery.

This you see beautifully in the field of delinquency. Because in 1900 we had too much delinquency we set up the juvenile court. Then as we found that that piece of machinery didn't solve the problem we developed probation. Have we lost our faith in the ability of machinery to cure our troubles? Oh no! As delinquency flourishes we ask for more probation officers, more and larger clinics—more machinery. You have been very courteous in inviting me here—and in listening to me. I realize that it isn't polite to answer this in saying that I'm terribly afraid of precisely what you are doing here this week. Because when we get together we build techniques—and we talk results. We seem to have to say "we have three thousand in our group"—"yes but we have thirty-five hundred in *our* group." This driving urge to build machinery, to measure what we do in results — this belongs to the pioneer culture of America but I don't believe that it is of the essence of recreation.

And why not? Because as you build machinery, whether it be that in the factory that makes beautiful automobiles or that in the city that builds an integrated playground situation—that machinery imposes its rhythm upon the individual and is by so much a disintegrating experience.

The Individual Must Live with Himself

I would say a fourth thing, if I may, about recreation. Unless I am very much mistaken it demands that the individual live with himself.

Of course, you reply "Well, that is all I've been doing anyway since I was born. I don't see any

Game techniques can be taught, but it is only through contagion that attitudes are developed

thing particularly magical about that." But I don't agree with you—really about the last thing that we Americans do is to live with ourselves.

America has to a great extent escaped into reality. A people who have conquered every material adversity, a nation that has built and constructed and fabricated endlessly had only one answer even to the Depression—somehow to find more work for people! The only answer that America has to any problem, unless you people save her from this sort of thing, is more things to do, more things to make, more things to accomplish. What happens to American men and women whom you know when they stop working? They crack up pretty soon, don't they?

We psychiatrists talk a good deal about neuroses. You know, a neurosis is a way of escaping from something. Did you ever stop to think of work as a neurosis? America has to a great extent escaped into work. Unless I am greatly mistaken, one of the results of an economy of plenty, one of the lessons which the Depression was beginning to teach us, is that we begin to learn to live with ourselves, to use instead of forever making, to discover ourselves instead of always running out through our finger tips into the world around us.

I'm not talking from the point of view of balancing production and consumption; of developing markets or the flow of gold. It is as a matter of its mental health that America must discover itself, must think more of what it means to other people instead of what it can do for other people.

Relationships Rather Than Mechanics

Again we come back to what I've bothered you with several times this evening. America has been a pioneer culture. It has had to work its fingers off to do the necessary things. It has been forced to interest itself in results. There is nothing to criticize in that. But I take it that the field of recreation carries the banner of a new era. There is still much to be done, there will be many new and startling inventions, we will still produce in plenty—but if the signs of our last thirty years mean anything, it is in the relationships of life rather than in the mechanics of life that we will make our chief advances. Because recreation involves the attitude with which we do something, because recreation strengthens the rhythm of the individual—for me, it carries the core of meaning of this new venture.

And so:—

Recreation emphasizes the attitudes of individuals; and attitudes are not taught, they are caught.

Recreation is interested in the things which people are doing, rather than in the finished product. It does not marshal its baseball tournaments, or thousands of well-trained gymnasts. It struggles as best it can against America's insatiable demand for results.

Recreation is an integrating experience for the individual because it catches, strengthens and projects his own rhythm. Once more I warn you that machinery is not integrating; and the better the machinery the more disintegrating it is to the individual.

Recreation builds something about knowing myself, about living with myself, about my own development rather than that I escape into reality.

Social Integration

My definition of social integration is merely the one which I am using in our discussion tonight. There is no compulsion that you accept it — or even any part of it.

Very real and compelling social integration has occurred in the past in many situations. I think that it has occurred in those cultures and with those people who have had a central core of meaning for their total patterns. We can speak, for instance, of a God-centered culture—because there have been cultures in which everything that man did, his eating, his sleeping, his going about through the day, even his life or death, were measured in terms of what they meant to God. There are among primitive people, of course, still such cultures. Here you see integration. This does not involve regimentation; it does not necessarily involve everybody's doing the same thing. Integration comes because everything that is done is measured in terms of the same central core of meaning.

We have had family-centered cultures of which perhaps the most outstanding example lies in the traditional Jewish culture where each person had his place, his importance, measured in terms of what contribution to the family this implied. There are even some Jewish prayers which can be said only by the family group—that is, in a family-centered culture in certain situations the individual cannot even approach God except through the family.

There have been state-centered cultures of which our feudal period was perhaps the best example. Here again there were good and bad people—the righteous and the evil. There were those who walked uphill and those who walked down. In other words integration does not involve regimentation. What it does involve is that every one of these events is to be interpreted in terms of, or in reference to, the development of the state.

One of the most dramatic aspects of our present situation is its social disintegration—that it lacks any central core of reference to which we can tie our various preoccupations and activities. The past two generations have made the two abortive efforts. It's my impression that neither will last. Admittedly one of these—centering about what is called "education" may go a long way. Note how we would solve each of our problems by raising the age to which children must attend school. Grades and degrees have become quite as much a measure of social as of intellectual status. How long this will last or how far it will go, I don't know. Another centering idea has been that of profit. Indeed with some accuracy one could speak of the period since 1870 as a profit-centered period—in which man's success and happiness were measured in terms of money. Notice how America has measured its whole development in terms of "the American standard of living"—in which what one possessed has been more and more the measuring rod. It is my own impression that knowledge (rather than wisdom) and goods (rather than goodness) are not going to develop as the centering factors in our culture. But they may.

"There will be every sort of demand upon you as to 'what results you are getting' . . . To the extent that you tie yourselves to the results obtained, to that extent, I think, do you get recognition in your community and get it rapidly —but to that extent, I say without hesitancy, you are selling your birthright for mess of pottage."

Be that as it may—you will see that social integration on any basis which has occurred in the past is pretty much opposed to anything for which your group is fighting. As I see it, either recreation has nothing to do with social integration, or the latter must develop around meanings which it has not used in the past.

It is because of my belief that this latter possibility is now developing that I ask leave to speak for a little while on the matter of an individual-centered culture. I think that there is a good deal of evidence that slowly and laboriously an individual-centered culture is developing. It may take five more—or fifteen more—generations, but that it is on its way I have some feeling of certainty. There is some data in support of this—some data that family, school, court, etc., are asking what they mean to the individuals they touch, rather than what do these individuals mean to the institutions.

For instance within the family everywhere throughout the country is a rapidly developing interest in what the family experience means to each of its members — and, of course, particularly what it means to the child.

The school is certainly very definitely asking what this experience means to the child. The teacher's interest in living rather than academic subjects shows this shift from a curriculum-centered to a child-centered school.

(Continued on page 390)

For a Hallowe'en Carnival

"Hobgoblins, elves and gruesome things
Now may be passing by.
The gypsy witch is out tonight —
So pause, take heed, draw nigh."

HALLOWE'EN rolls round once more and it is necessary to rack one's brains for ideas for a party, because, of course, there will have to be at least one, perhaps two or three, to include everyone.

Each year it's the same: Hallowe'en—a party, not only because this holiday lends itself to parties, but because it keeps the "young-uns" out of mischief. Still it is difficult after a while to find new ideas, since the traditions of Hallowe'en cannot be escaped. Streamlined Twentieth Century ghosts? Red and blue decorations? Impossible! There must be the same old ghosts, the same hooked-nose witch astride her broom, and the same old pumpkins and bats and orange and black decorations! But they must be presented from a new angle. A carnival for everyone, young and old, might do it. We'll try it!

General Plan

The Hallowe'en party is to be a carnival in an institution, recreation center or on a playground. Everyone, young and old, is to come and participate in a number of different activities running simultaneously in booths. To avoid congestion and add to the fun each guest will be given a "roll of bills" (play money) which will admit him to the concessions. One special bill can be exchanged for refreshments. If you feel more ambitious, a program of songs and skits and other Hallowe'en "doings" may be given either before the carnival booths are open or after they are closed.

Invitations

Publicize the party in order to let all in the neighborhood, or parents or friends of center members, know about it before they make other plans. Posters and mimeographed or "hektographed" announcements and spooky invitations made in the craft classes will carry the message.

Decorations

To suggest decorations in detail is to steal half the fun of being on the decorating committee. Using the traditional Hallowe'en "tokens" any number of different effects may be had through stressing any one token or symbol or through different arrangements. Decorations may be elaborate, or they may be simple and still be effective. Here, to remind you, are a few of the things you can use: witches and the owls, cats, bats, broomsticks and caldrons associated with them; pumpkins (of cardboard boxes or real ones,) ghosts, spiders, skulls, skeleton, bones, chains and any other spooky objects you can find.

For the carnival booths make attractive posters and have a costumed spieler to draw the crowd. Decorate the stalls or rooms used for booths, and make signs for each with the name of the game or activity and the price of admission. Booths may be made of cartons, screens or a light wood frame covered with paper or burlap.

Money

Mimeograph quantities of money on paper of different colors. Quite a number of "bills" can be drawn on one sheet of paper for they need only be about $2\frac{1}{2} \times 4\frac{1}{4}$ inches. Each person should be given enough money so that he can participate in every activity if he so wishes. Each bill may be marked a different value and each game charged one of those values; each piece may be labelled as a pass to a certain game, or the money be used in any way the owner desires. (He may spend it all on two or three activities.) One special piece at least must be set aside for refreshments lest a few hungry ones "buy out" the booth. Slips of paper may have the money value crayoned on if a mimeograph is not handy. Let the sums be large—$10, $20 and $50 at least. Let everyone feel rich for this one occasion!

The Carnival Booths

The Chamber of Horrors. No Hallowe'en party would be complete without some creepy activity. The Chamber of Horrors will provide that. Its exact nature depends somewhat on available facilities. A separate room, dark, or darkened with paper bats hung from the ceiling, strips of paper blown by a fan, soft objects on the floor to step on and spooky sounds of chains and groans and screams give the desired effect. There may be a dimly lighted corpse and two yellow eyes gleaming in a corner. When a group has gathered, seat everyone and pass around in the dark the parts of the late Mr. ....., telling a slightly gruesome story all the while about his sad fate. Grapes may be used for his eyes, a moist sponge for his brain, beans for his teeth, dried peaches for his ears, fur or a doll's wig for his hair, empty spools for his vertebrae, boiled macaroni for his windpipe and an old glove full of moist sand for his hand.

The Witch's Museum. In the museum are stands on which appropriately labelled objects are laid. Here are a few possibilities: Famous ghosts (pictures of famous people who have died); witch's charms (rabbit's foot, wish bone, penny, four-leaf clover and horseshoe); bones (a pair of dice); witch's affinity (cat); witch's cooking utensil (caldron), and witch's means of transportation (broom).

Black Magic. This booth is presided over by anyone who can do a few magic tricks. Dressed as a witch, he or she casts spells and mutters "abacadabras" while performing. Many people, young and old, know one or more magic tricks; these can be pooled and one person perform them. From time to time the ten cent stores have simple books on tricks and the library will provide more. This type of booth ought to be a room with chairs, but a closed off corner of a room and paper mats on the floor will suffice. Everyone should be able to see.

Fortune Telling. A black cat, a ghost, or a witch may tell the fortunes in any one of several ways. A large mirror may be set up in a darkened booth. The "victim" closes his or her eyes, opens them when told to and sees the image of his or her true love in the mirror. Two "images," one dressed as a dilapidated tramp, the other as a prim old maid, hide in a corner and step out and look over the shoulder of the "victim" at the right moment, the old maid looking over the shoulder of a man, the tramp over the shoulder of a girl.

The fortunes may be told by cards or be read from symbols inked on pumpkin seeds selected by the "victim" who reaches into the pumpkin and picks out several at random. The meaning of each symbol is written out in advance for the fortune teller.

The Witch's Caldron. This is but a dressed-up version of "Fish Pond." Each person "fishes" into the witch's caldron and keeps what he catches. This may be a stick of candy or a cheap novelty present. Each person should have one ticket marked "witch's caldron" so that one person does not "fish" the caldron dry.

The Ghost Walk

Dancing might be included on the program. It may be carried on in a roped-off section of the auditorium or gymnasium with the booths about the walls, or it may be held in another room. Of course there should be a charge—in the make-believe bills.

Ghost Stories

If you have some one who can tell a good ghost story, set up a booth and announce the "Most Ghostly of Ghost Stories of All Times." This story should not last over five minutes, and a group should be gathered and the doors closed during the story.

Games of Skill

For those desiring more active participation, have a number of skill game booths appropriately labelled. These games may well be the usual progressive game type of activity dressed up to fit the theme. Here are a few games which take little space and are challenging. Prizes may or may not be given, but a "fee" is charged as at the other booths.

1. **Bobbing for Apples — or Apples on a String.** These are so traditional they need no explanation. Do not omit them.

2. **Pin the Tail on the Cat.** (For children). Blindfold the children, let them attempt to pin a tail on a tailless cat hung on a wall.

(Continued on page 391)

Time to Kill

By JULIAN L. GREIFER
Binghamton, New York

THOMAS BROOKS, shoe worker, is home from the factory at half past four in the afternoon. Since the factory went on a forty-hour-week schedule, he has three additional hours free daily. He is not tired but feels dull from the grind of the machine. Its noise still hums in his ears. He feels restless after being tied to his work bench for eight hours. He lolls about the house; finds little to do; scolds the children because he is irritated. He picks up the newspaper, reads the comics, glances through the sport page, scans the headlines, and looks at the movie advertisements. He finds, with regret, that he has already seen one picture Sunday night and will not be able to go again until pay day, Friday. Well, he will see the boys at the back room at Ginty's saloon later in the evening. Perhaps, he will be luckier than he was last night. He argues with his wife for not having supper ready sooner and spanks Thomas, Jr., for annoying his sister.

Thomas Brooks is one of the 199 workers out of a total of 782 who wrote, "I hang around the house doing nothing," in describing, for a local questionnaire, the manner in which he spends his free time. One-third of the total number of free hours of these workers, an average of 13½ hours a week, was spent in this absorbing manner. The questionnaire was distributed among 3,500 workers in Binghamton, New York, and vicinity during March, 1935. It attempted to discover how free hours were alloted in a single week to various activities and what the worker would prefer to do if he had more time and more income. This study was undertaken because it became increasingly evident that with the introduction of the shorter week in most of our Binghamton factories, the workers possess far more hours of freedom than they spend in toil. This survey, among other things, brought to our attention forcefully the fact that one-third of the workers examined, and to some extent the rest of the group, are killing time, a murder that seldom goes unpunished. Festering in idleness eventually prepares the background for broken homes, delinquency and neuroses.

This "windfall" of new hours may be spent "in doing nothing at home" increasingly, and "doing nothing" in saloons and on street corners. Ill-spent leisure may mean an increase in crime. When many of the textile mills in the south reduced their working week to 44 hours, it was noted that the rate of delinquency in those localities trebled. Leisure properly utilized gives the worker physical and emotional relaxation. He is likely to become more cheerful and cooperative on the job, to lead a more normal family life, and to hold more steadily to his employment. The new leisure that has fallen in the lap of 60% of our population should be of concern to the industrialist and should bring to the social worker the realization that it may become a disturbing factor in social relations. The church and the school should become cognizant of a responsibility they have been neglecting. It is a challenge that no community dare ignore.

Promise, Danger and Challenge Are Involved!

Many social workers, school people, sociologists, and psychologists have realized the promise, the danger and the challenge implied in this gift of the machine, the abundance of free time. They have played their spotlight on the many phases of this problem and its implications. "Our Growing Leisure," "Leisure in the Modern World," "The Bright and Perilous Face of Leisure," "The New Leisure Challenges the Schools," "The Threat of Leisure," "The Menace of Leisure" are the titles of some of the contributions to the vast literature that has grown around the subject. So much has been written that voices of skeptics are now being heard "pooh poohing" all this excitement as so much ado about very little. It is pointed out by some authorities that workers are still so poorly paid that it is out of the question for them to indulge in recreation. Some of the responses received through the questionnaire touch on this problem: "I support three people. My

It is an encouraging sign that increasingly study is being given to the leisure time needs and desires of individuals. This report on the desires of practically 800 workers is a significant one.

husband has had no work for two years. I have no time for fun." "I'm too tired when I get through with my work to think of anything." "Give the worker less to worry about and he will take care of his own leisure." "I like to work around a house but I can't afford one."

Professor Paul Douglas of the University of Chicago found that while during the thirty years prior to 1914 only 7.8 hours were cut off the average week, between 1914 and 1920 it decreased another five hours. In recent years the 35-40 hour week has cut into working time even more. Fifty hours of freedom weekly is becoming the general rule.

Nor is the worker barred from the enjoyment of his leisure only because of his meager income; his problem is more than the lack of money. It is a whole complex of limitations that enslaves him. Not only does the wretchedness of his environment, his cultural and educational shortcomings confine him, but he has also been victimized by a set of values left him as a heritage by an age of scarcity. He has been inoculated with the doctrine that work is sacred, while leisure is sinful idleness. From his school days, he has been tied to a life of pure utility, ignoring its play and its decorative periphery. As John Dewey describes it: "We say that all men are free and then provide them with the mechanical training and life that enslaves them." It is therefore not surprising that he finds himself not only without means, but ill-prepared, helpless, and bewildered in the face of an increase in unemployed time.

Poverty and unemployment comprise a problem apart and should be of grave concern to the economist and every socially minded citizen. But we must realize that the great majority of people at work today (84% of our total working population) have had their working hours considerably reduced. The working class is slowly emerging as a leisure class. In communities like Binghamton, where unemployment has not been as severe as elsewhere, where the increase of free time after working hours is constant, the problem of the increase of the leisure time of the industrial workers must be met. Good community planning, civic responsibility, and a socially minded educational system demand it.

Knowledge Is Essential

In order to plan for a wholesome and socialized use of free time by our wage earning population it was necessary for us to know their present leisure time habits, interests and desires, so that we might devise an adequate program and build the needed resources.

We invited shoe workers, pin rackers, furniture movers, railroad men, operators in clothing factories, bakers, and many other types of workers to answer our questionnaire. Of the 782 responding, 483 were men and 299 were women and the largest group (541) ranged between the ages of 20 and 50. The majority had not gone beyond the eighth grade educationally, as we anticipated.

Here is a picture of the ten highest ranking activities, according to the number of hours spent in each:

Activity	*Avg. Weekly Hours*	*Number Answering*
Doing nothing at home	13.4	199
Care of home and grounds	10.3	332
Talking to people	8.8	345
Listening to dance music on radio	7.7	451
Reading newspapers	6.5	565
Motoring for pleasure	6.2	205
Visiting friends and relatives	5.0	207
Reading story magazines	4.5	211
Movies	4.6	388
Religious services	3.2	294

This table does not tell a very cheering story. "Doing nothing" ranks high. A lot of talking to people and visiting neighbors, relatives and friends, which means more talking, is second in importance. In the main, sitting-down pleasures are indulged in: listening to dance music on the radio, movies, motoring, magazine story reading (usually of the so-called "pulp" variety: *True Fiction, True Love, True Detective* or *Amazing Fiction, Amazing Love, Amazing Detective,* etc.), newspaper reading—and here recent studies reveal that such reading implies in order of time spent: comics first, sports second, and scanning the headlines third. Care of home and grounds, with 10.3 hours a week, appears to be the one creative activity high on the scale, but upon analysis its high promise must be deflated. Its large total should be ascribed to the fact that women, who average 16.1 hours a week in home care, used up most of that time in clearing away the breakfast dishes upon their return from the factory, preparing the evening meal and doing the house chores. The men seem to loll about the house getting in their way while the women work. The men reported 5.0 hours "working around the home and grounds" to the women's 16.1 hours. Both men and women spend equal time listening to the radio and at the movies, but while the women seem to do more talking and visiting, the men sit around at the beer garden or indulge in card playing to a much

greater extent. Church going interests women slightly more than men but as a whole it appears that less than 40% of the group attend weekly religious services.

There does not seem to be any physical activity that occupies much of their time, no evidence of cooperative recreation, no participation in cultural or educational group activities. As a whole, their occupations during leisure supply them with few and limited outlets, some excitement but few releases for suppressed energy, and little utilization of the areas of personality that dry up in the factory atmosphere. Since production has been standardized, the use of the conveyor system has become general and routine tasks specialized, emotional and nervous strain on the job has definitely increased

What Does He Do?

The tired worker "escaping" from his toil indulges in what relieves the tired business man, as our study and many other researches have disclosed. If he has a car, he sets out for nowhere and gets there, satisfied by the mere speed of motion. At the movies he sees how the wealthy behave, or how Hollywood thinks the wealthy behave. He thus gets his intimate touch with luxury. He takes his pleasures sitting down, by injection, at the fight ring, the football stadium, the bleachers. The worker spends, it is estimated, 13% of his income on tobacco, 11% on candy, 10% on movies, 8% on sport, 5% on drink, 3% on radio, ½% on reading.

Obviously when the time of work is shortened by one-third, the worker will not dash madly to libraries, schools, oratorios, art museums, or get lost in the rapturous adoration of nature. He will spend his leisure as he has seen the idle rich spend theirs, but without the other outlets the rich have that serve them as correctives. These circus occupations during leisure hours leave dissatisfaction and frustration in their wake, jangled nerves and heavy heads the morning after. "What a sad people Americans must be," remarked Maxim Gorky when he visited turbulent Coney Island. In the opinion of Cyril Burt, noted British psychologist. "The deliberate swallowing of enjoyments resembles the deliberate drinking of brandy or wine. Mental excitement, like cocktails and cocaine, soon palls and leaves behind a deeper boredom than the boredom it was meant to kill. You need larger and stronger doses to get an adequate kick."

What the Worker Needs

What the worker needs, after he is released from the ties of the machine is a safety valve that will give expression to that part of his personality that was suppressed during working hours, those capacities that remained unused and rusted. Human nature, as John Dewey has often repeated, is determined by forces and energies that demand certain normal outlets, otherwise conflict eventuates. These unoccupied workers' hours could become a tremendous regenerative and recreative force in our society. The worker could be lifted out of the position of drone or robot into that of a conscious, thinking citizen with a fully rounded personality, keenly aware of his potentialities.

Leisure has certain recreative functions in life. To permit the general functions to operate effectively, we need an increase in the worker's income, the improvement of communal resources and the education of the worker for their utilization. The raising of the income level is in the lap of the mighty forces now at play in America. Community resources will be forthcoming when the crying need of the worker is brought dramatically home to the forces in control in every community. There is a pressing need, however, for the accumulation of more facts regarding workers' leisure time budgets, and a knowledge of their interests and preferences, so that we can plan more judiciously and scientifically.

"The attendant of automatic tools does not live on the job; he exists against the time when he can begin to live—when he leaves the shop. His task does not call for a fraction of his full powers as a sentient being or monopolize his interest; he leaves it with the gladness of a convict escaping prison. Psychologists say that a large part of industrial unrest is due to the inhibition which automatic tools place upon the expression of personality through labor. . . . The fact is that hours given to tending automatic machines are given to buy leisure; and in that leisure the operative lives. He lives in his sports, the movies, at the prize fights, at the saloon, as well as the theater, the lecture, the library, in the park and on the front porch of his inamorata."—*Queen* and *Mann* in *Social Pathology.*

Their Preferences

In our Binghamton study we afforded the workers an opportunity to express their wishes and preferences, assuming they had time and money. We found that their prefer-

ences do not deviate far from what they are actually doing now in their spare hours. One hundred thirty-three put motoring on top of the list, movies and watching games came third and fourth, visiting and attending musical shows took ninth and tenth place respectively. The other activities they desired, within the limit of the upper ten, were participation in outdoor sports, such as hiking, swimming and horseback riding. In the minority groupings, we found twenty-seven who wanted to study, nineteen to attend night school; eighty-four wanted more reading of books and magazines; sixteen wanted more lectures and debates; thirteen wanted a class in music appreciation, utilizing the phonograph; fifteen wanted arts and crafts. Over 100 wrote in subjects they preferred to discuss with others. Their selected subjects ranged from "doctoring" to cartooning, archery to girls. What they want to talk about falls into the expected categories: to know more about their own jobs, to retrain for some other occupation and to acquire knowledge of general subjects. Everything knowable is of interest to them. Shoeworkers are curious about astronomy, a carpenter wants to get acquainted with entomology, a printer wants to know more about flowers, two laborers want to learn "typistry." Interest is high in matters of current issue, politics and the various aspects of the depression. As one worker put it, "I want to find out how to acquire and keep a living wage."

Courtesy Chicago Park District

There is fortunately a growing number of cities where working men and women may go to create and where they may, by participation in activities they themselves desire, become more aware of their potentialities.

The Community's Responsibility

The great majority may desire to participate more intensely in activities they are already engaged in, but they also place high on the scale their eagerness for outdoor activities. Play fields for baseball and tennis, skating rinks for ice and roller skates, swimming facilities, public dancing places, if provided solely for adults under public control and properly survised, would go a long way towards lessening the overindulgence in sitting-down pleasures. The commercial amusement merchants would find it difficult to compete with a variety of absorbing activities offered by the city, under pleasant surroundings, without charge. The recent vogue of commercial play centers where grown-ups play ping pong, chess, checkers, view freaks and try their hand at gambling machines, is a sad commentary on the shortsightedness and the backwardness of our educational leadership. Why are there not more community centers offering such mild outlets for energy and pursuits that are satisfying to a very great degree? Why are so many public school gyms kept closed at night?

It is the choice minority that indicated its interest in discussions, or who would like to take part in dramatics, play in a band, learn to write, to paint, to sing with a chorus. They particularly stand in need of leadership. There are in our community at the present time many agencies that could provide leadership and facilities for their use. The next step is the preparation of a cross-section of all the programs which these institutions offer and the setting up of a clearing bureau to bring this new clientelle and the service agency together.

Our study, while indicative of much that could be done now, needs amplification, follow up, and opens many avenues for further research. Its findings must be brought to the attention of our city fathers so as to galvanize them into action. While we are waiting for the economist, sociolo-

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Developing Clubs in Community Centers

By ALAN KRIM

Mr. Krim, who is the director of the Peshine Community Center conducted by the Newark, New Jersey, Board of Education, is also president of the Newark Recreation Teachers' Association and of the New Jersey Recreation Teachers' Association. He has used the club method largely in his program.

IN SPEAKING of a community center, I think of it as an institution which is both recreational and educational in nature — a center which provides an atmosphere where people may find during their leisure time relaxation and joyous self-expression through participation in purposeful activities under the stimulating and sympathetic guidance of trained leaders. I think of it as a place where the participants in such activities are provided an opportunity for the use and progressive development of the abilities and skills they possess, are stimulated to seek out and experiment in new fields of activity, are assisted in satisfactory social adjustments and aided toward the development of community consciousness through mutual interest, improvement and growth.

In a progressive community center of this type it is the club work program which offers us one of the best mediums for making our work educationally and socially valuable. It is a means of developing proper attitudes and human conduct which to a large extent are determined by group activities.

Through club work we can create, by providing good leadership, intelligent organization, a stimulating and challenging program, that kind of an environment which contributes to personality development and social-mindedness. For just as the community center, with its broad and varied program determined by community interests and needs, is a powerful force in perpetuating democracy, so the club in the community center is educationally sound and a splendid training school for democracy.

It is understood that when we speak of a club we are setting off one part of our field of activity, that which provides small cohesive units or groups within the larger unit which is the community center. These clubs are identified by having regular meetings, officers, generally a constitution and a set of records, and they usually devote themselves to some specific interest. In many instances this interest is nothing more than a desire on the part of the individuals to belong to something which gives them a sense of membership, participation and a feeling of exclusiveness.

Experience has taught us that the success of the club within the community center is to a large degree dependent upon three factors — leadership, organization and program.

Leadership

As with any successful venture, so with the club group, the most important factor is leadership. Leaders can be divided into three classes. There is first of all the leader whose authority rests on the position he occupies; the type who is always giving orders and forbidding anything and everything because it does not meet with his approval or conform to the plans as laid out by him. This type of leadership is undesirable and does not lend itself to the formation of a self-disciplined, social-minded group. Such a leader occupies the center of the stage instead of allowing the membership the spotlight.

The second type of leader is the teacher or instructor type whose authority rests on his or her knowledge of the activity in which the club is interested. The program offered is based on the interest of the individuals and from this interest projects are developed. This type of leadership, while necessary for a certain type of club where group activity is motivated by a particular interest, has elements of danger in that the activity too often is the end instead of the means to an end.

The third type of leader is the counselling, guiding, or companion kind of leader, whose authority rests on his ability to establish himself with the group and live with its members, gaining their confidence. This type of leader develops a program that is sociologically sound, one which grows out of the situation in which the group finds itself. This is the leader who is emotionally mature, versatile, creative, resourceful, with an inquiring experimental point of view.

The chief cause for the disintegration of clubs is lack of good leadership. It would be interesting to know the number of clubs organized each year

that die a natural death because of inadequate leadership. With intelligent, emotionally matured leadership, the program and details of organization is readily evolved. Lacking good leadership, no plan can be developed nor machinery set up that will take the place of it.

Whether professional or volunteer leadership is most effective has no bearing on the presentation of this article. I am taking it for granted that our boys and girls as the citizens of tomorrow are entitled to the finest quality of leadership that is available, and no arbitrary rule can be laid down. There are hundreds of volunteers serving with the finest of professional pride in their work, and paid workers who are functioning with a devotion that is out of all proportion to the amount of compensation they are receiving. Leadership must and should be recruited from both fields and given a sense of dignity and worth of the task that is undertaken.

I am not ready to say whether the ability to lead is natural or acquired. I do believe, however, that the best natural ability can be improved and is made most effective with adequate techniques.

In too many instances leaders receive no help whatever, no guidance or supervision, and practically lose all contact with the administration after their assignment. Those who do make provision for training usually concentrate too much on program material and such matters as discipline and organization, with too little emphasis on the newest development in the fields of modern psychology and sociology.

It is a false assumption to say that little can be expected from volunteer club leaders. Those of us who have attempted to guide and direct such leaders know with what enthusiasm they have responded. In fact, these volunteer club leaders look upon this leadership training as an educational opportunity. It is important to note that whether the leadership is voluntary or paid, experienced or inexperienced, expert supervision and intensive training must be encouraged constantly. With inspirational guidance from you, the trained community center director, these club leaders, through frequent consultations, should acquire progressive educational procedure and a realization that activities in a club program are only a means to an end.

As you keep yourself informed as to the newest development in the field of psychology and sociology, so you should in turn inform those in your charge. This is important, for it helps keep your community center club program dynamic and changing.

Among other considerations of leadership that can be approached in a practical manner are the following: Is the best type of leadership that which has been developed within the community center itself among young people who are familiar with the neighborhood and with the homes and cultural environment which the boys and girls themselves represent, or is it preferable to enlist college graduates and fairly successful young people from entirely different walks of life to bring to the boys and girls the contacts and cultural advantages which they may be presumed to possess?

The choice between these two types of leaders should not be made in an arbitrary manner as both types have a contribution to make. There are advantages that cannot be ignored in the plan to bring older boys and girls from the community center into positions of leadership. It provides an incentive to the older boys and girls and is a means of making the loyalty of this older group a factor in building the permanent traditions and ideals of the center.

In order for club leadership to be effective it is important that regular conferences or meetings should be held. At these conferences the leaders may talk over their mutual interests and the director has an opportunity to enlarge upon the philosophy, principles and techniques of group activities and of individual boy and girl problems —an educational process that is going on regularly and which is tied in very closely with the administrative task of the community center director. It is also a good idea to have a dinner meeting where you can "break bread," for this creates a spirit of good will. Remember, leadership is your strongest link and represents the strength of your organization and club program.

Organization

While no arbitrary rules can be laid down for the organization of groups or clubs, it is nevertheless important that spontaneity be preserved and that groups as well as individuals be considered from the standpoint of their own interests and desires. Occasionally we find an artificial group cultivating common interests, providing the age range is not too wide, the leadership is wise and the environment stimulating and challenging. We in Newark, however, have come to recognize two distinct types of clubs.

The first type is the group which is discovered after it is already formed, in which some natural motivation had created the group consciousness. Usually we find this group coming to us and asking for a place to meet. Their ideas on club organization are vague but they do function excellently under leadership.

In the second type we find the group that is organized around a specific interest or activity. A club of this nature may be initiated by posting notices on the bulletin board, or it is the result of a talk given at a special program, or of the casual interest of one or two boys. Handcraft, music, dramatics, debating, fencing, scout troops and others too numerous to mention fall under this category. In connection with this type of club it is well to have application forms indicating the interest on the part of the applicant. In this way it is relatively easy to bring individuals of like interests together, thereby creating a more homogenous grouping. We have been using the following form:

PESHINE COMMUNITY CENTER
INDIVIDUAL CLUB APPLICATION

Name of Applicant ..... Age.....
Home Address .....
Business Address .....
Home Phone .....Business Phone.....
Name of Club Applicant Wishes to Join.....
Have You Been a Member of Another Club?.....
Reason for Leaving Other Organization.....
Name.....How Long Member?.....
Names of Other Organizations Attended.....
.....
.....
What Are Your Interests?.....
How Long Have You Been Attending This Center? .....
REMARKS (not to be written in by the applicant) ....
.....
.....
.....

These two types of clubs form the major portion of your club program. However, there are any number of combinations of these. A great many of your clubs may be the result of gangs formed because the boys are approximately of the same age, have common interests or live in the same block. This is particularly true of school age boys and girls. In this case the danger is that the loyalty to the club, the smaller unit, is greater than it is to the community center. In this situation it is the task of good leadership to conserve all of the values in loyalty to the small group without setting up any conflict with the principles or ideals of the larger unit of which the boy and group are a part.

School age boys and girls as a rule want formal organizations with officers, memberships, rules and dues. These details should be developed as the club functions, and modified as it grows. However, in the matter of dues, rules have turned out to be a necessary evil because of failure to deposit the money with the proper person. The boy or girl treasurer too often was permitted to be the custodian of money and in too numerous cases the money disappeared, leaving distaste for club organization on the part of its membership. This has been the cause of the disintegration of many a club. If dues are to be collected, it is advisable for the club treasurer to collect them and at the close of each meeting to turn the amount collected over to the community center director. This procedure makes the director, who is a more mature individual, the custodian.

In addition to receipting the treasurer's book, the director should have a system of deposit and withdrawal slips. The keeping of the financial account can be made as simple as the following,

There are clubs organized around a specific interest or activity such as dancing

which is not an original method. The treasurer should keep the record.

RECORD BOOK
of the
.....Club of.....

Name	*May 1*	*May 8*	*May 15*	*May 22*
Henry Brown ...	√	√.10	√.05	√.05
Jack Smith	√.05	√	.10	T .05
Allan Jones	T .05	T	|	√.10
Robert King	|	√.10	√.05	|
Members present	3	4	3	3
Total Receipts ..	.10	.20	.20	.20
Director's Sig.	Rec'd Bill Farley *Dir.*		Rec'd Bill Farley *Dir.*	

As indicated, the record book contains space to record attendance and dues paid, together with space at bottom of each day's record for totals and for director's signature, which is the treasurer's receipt for money turned over to the director.

Upon calling the roll, the secretary checks all present with a √. Those not answering to roll are marked with a vertical line (|). If the member comes in later, the absent mark becomes a record of tardiness by the addition of a cross mark at the top (T). The treasurer records the dues as indicated.

Constitution and By-Laws. It is a good idea to provide club leaders with a model constitution. We use the following:

ARTICLE I
Name

This club shall be known as the.....

ARTICLE II
Purpose

The purpose of this club is for..... (social intercourse, general culture, civic improvement, or whatever may be the chosen object of the club.)

ARTICLE III
Membership

Membership in this club shall be granted to those in sympathy with its purpose. (State if members must be over a certain age, married or single.)

ARTICLE IV
Officers

The officers of this club shall be a president, a vice-president, a secretary, and a treasurer.

ARTICLE V
Meetings and Quorum

Section 1. Regular meetings shall be held.....
Section 2. The annual meeting shall be the last.....
.....
Section 3. Special meetings may be called by the president or, on application of seven members, the president shall call such a meeting.
Section 4. ..... members of the association in good standing shall constitute a quorum for the transaction of business.

ARTICLE VI
Amendment

This constitution may be amended at any meeting of the organization by a two-thirds vote, a quorum being present.

BY-LAWS

ARTICLE I
Duties of Officers

Section 1. It shall be the duty of the president to preside at all meetings of this club and perform all the duties usually pertaining to this office.
Section 2. In the absence or disability of the president, the vice-president shall perform all the duties of president.
Section 3. The secretary shall keep the minutes of all proceedings and record the same. He shall give notice of all meetings, notify officers of election, and send the names of newly elected members to the treasurer and perform such other duties as this office may require.
Section 4. The treasurer shall receive and safely keep all funds (or money) of the club, and pay out the same only on order of the president. He shall make an annual report of receipts and disbursements. He shall send notice to persons elected to membership.

ARTICLE II
Election of Officers

Section 1. All officers shall be elected by ballot at the ..... meeting and shall assume office at the close of that meeting.
Section 2. No member shall be eligible to office who has not been a member of the club for one year.
Section 3. No member shall hold the same office more than twice in succession, and filling an unexpired term shall, in this regard, be considered as a term in office.
Section 4. Should an officer resign during the club year, the president shall appoint some member of the club to assume the office temporarily, and order the secretary to send notice of a special election at the next regular meeting, when the vacancy can be filled.

ARTICLE III
Membership

Section 1. One member must propose a candidate, and this proposal must be seconded by another member, no name being voted upon until the meeting following that at which membership was proposed. Three negative votes shall exclude a candidate, and the same name may not be proposed more than once during a club year.
Section 2. The secretary shall notify the treasurer of the election of all new members, whereupon the treasurer shall notify the successful candidates, with instructions to send dues to the treasurer. Failure to complete membership within thirty days, by payment of dues, shall forfeit membership.
Section 3. Resignation from membership shall be in writing, and no resignation shall be accepted from a member who is not in good and regular standing. Members in arrears (dues not paid) for ..... shall be dropped.
Section 4. On a two-thirds vote of members present at any meeting, a member may be suspended for..... for disorderly conduct or gross misdemeanor.

ARTICLE IV
Dues

Section 1. The dues shall be $..... payable.....
Section 2. When an election to membership takes place within two months of the expiration of a fiscal year, the dues shall be credited to the following year.

ARTICLE V
Committees

Section 1. At the regular meeting next previous to the annual meeting, the president shall appoint the following committees to report at the annual meeting:

nominating committee to present a list of candidates for election to office for the following year; an auditing committee to report on the correctness of the treasurer's accounts.

Section 2. The president shall be empowered to appoint such special committees as he deems needful at any time, or, on the majority vote of the members at any meeting, he shall appoint committees as they direct.

ARTICLE VI

Amendment

These by-laws may be amended at any meeting by a two-thirds vote, a quorum being present

ARTICLE VII

Parliamentary Authority

Robert's Rules of Order shall be the parliamentary authority on all matters not covered by the constitution and by-laws of the club.

ARTICLE VIII

Suspension of By-Laws

These by-laws may be suspended in case of emergency by unanimous vote of all those present at a meeting at which a quorum is present.

Parliamentary Procedure. A good many clubs, when first organized, are lacking in a knowledge of parliamentary procedure. We have found it worth while to mimeograph and distribute the following information:

PESHINE SCHOOL COMMUNITY CENTER

CLUB ACTIVITIES

Rules of Parliamentary Law

Organization—A temporary chairman presides at the opening meeting. He directs the election of officers.

Election of Officers. Temporary chairman says: "This club is forming for the purpose of..... We shall now elect officers. Nominations for president are now in order."

Any member may rise and say, "Mr. Chairman, I nominate John Doe for president."

This nomination may, or may not, be seconded.

Another member, "Mr. Chairman, I nominate Mary Brown for president."

There may be other nominations. Finally a member says: "Mr. Chairman, I move that the nominations be closed." Chairman: "You have heard the motion. Those in favor signify by saying 'Aye'; those opposed, 'No.' The 'Ayes' have it. We will now proceed to ballot for the office of president."

Chairman appoints assistants to distribute paper and pencils. The names of candidates have been written on blackboard. Each member votes for one candidate. Chairman appoints two or more tellers to count votes. This is done. The new president is announced and he takes the chair. He gives a short speech of thanks and then proceeds with the election of the other officers, following in the same manner as the chairman.

The Constitution

The president should now appoint a committee to draw up a constitution for the club. The following points should be covered:

1. Name of club
2. Object
3. Membership
4. Officers, their terms of office, manner of election
5. Committees. Program committee—Good and Welfare, etc.
6. Time and place of meetings
7. How constitution can be amended

By-laws should provide for the following: (1) Number composing a quorum; (2) Rights and duties of members; (3) Disciplining of members; (4) Fees and dues; (5) Authority for settling disputes: (6) Order of business.

"It is believed that club programs ought to represent the true interests of the members more fully than they do; that they should have more worthwhile content, be built around spontaneous activity and inquiry interests, and lead to some vital and important results in the lives of the members. Obviously, such values can be attained only if members participate actively by initiating projects and carrying them through."—*S. R. Slavson in Creative Group Education.*

Order of Business

The order in which different matters are brought before the club is given this title, "Order of Business." The schedule might be as follows:

1. Roll Call
2. Reading of minutes of preceding meeting
3. Receipt of bills and communications
4. Report of standing committees
5. Report of special committees
6. Unfinished business
7. New business
8. Program (social)
9. Critics' report
10. Adjournment

Although it is not necessary for a club to adopt a regular order of business, experience has proved that the following of regular business procedure is a saver of time and effort. The presiding officer may suggest that the regular order of business be suspended, if there is any good reason for so doing, and if nobody objects he may make the desired change in order. If there is any objection he puts the matter to a vote for decision. The reason for wanting to change order might be absence of persons who are interested in certain business, or the fact that few are present when an important matter is due for discussion, or some similar reason.

Addressing the Club

The president directs the discipline of the meeting. No one is permitted to speak without *first* addressing the chair (the president) and being recognized. Thus, if a member wishes to say anything, he must first *stand* and then say, "Mr. President." Then he should wait until the president recognizes his desire to speak, calling his name, "Mr. Brown." The speaker then may proceed.

If he wishes to bring a matter before the club for its consideration, he would say: "Mr. President, I *move* that the club send a delegate to City Hall." This is called "making a motion."

A motion must be *seconded* before it can be given consideration. A member seconds a motion by standing and saying, "I second the motion."

President: "It has been regularly moved and seconded that so and so said....." He now continues: "Any remarks?" Members may now get up in turn, as recognized by the president, and speak for, or against, the motion. When the discussion is completed, the president says: "Are you ready for the question?" (which means, are you ready to vote on the motion?) The president then repeats the motion, as follows: "It has been regularly moved and seconded that..... All in favor of the motion signify by saying *Aye;* those opposed, *No.* The *ayes* (or the *nays*) have it."

Voting may be done by standing, by voice, or by ballot.

Report of a meeting is called the *minutes.* These must be carefully written up.

Chairmen of all committees are expected to report what their committees have done since the last meeting.

When the business of the meeting is over and it is time to close, any member may say, "Mr. President, I move that we adjourn." This must be seconded. The vote is put to the club and the president announces the decision.

The Inter-Club Council. In organizing the clubs within a community center, we in Newark have found it valuable to have an Inter-Club Council composed of representatives from various clubs in the center. In order for a new club to become a member of the community center, it must submit an application form to the Inter-Club Council, where it is turned over to the committee on membership. It is then the responsibility of this committee to study the purpose of the club and determine after a four-week probationary period whether the club is worthy of membership. The final decision is arrived at in consultation with the community center director and his staff. If the decision is a favorable one, then the club is given a charter. When once given a charter, the club must wait three months before it can present to the Council a request for the use of the auditorium or some other facility to promote an activity for financial gain. This procedure has a tendency to increase the feeling of responsibility toward the community center and the other clubs in it. Furthermore, it promotes a desire to compare favorably in organization and program with the rest of the clubs. The charter is good as long as the objectives of this club as set forth in their application for membership are being fulfilled.

Keep a watch for clubs which have outworn their usefulness. In other words, when clubs cease to function it is far better to see that they voluntarily disband, or for the Council to ask them to disband. A few dead or dying clubs are very detrimental to the entire club program.

Admission of every club wishing to join is not necessary. Particularly is this true where facilities and leadership are inadequate. It is better to admit a smaller number of clubs and do a constructive piece of work with them than take in all and then spread leadership too thin for effective supervision.

The Inter-Club Council serves the important function of integrating and articulating all the unit clubs; of establishing the feeling on the part of these groups that they are a definite and integral part of the whole organization, the community center. This is most essential because the tendency on the part of the small unit club is to become so wrapped up in its own group that our task is to keep their loyalty divided proportionately. A good way of getting these small unit clubs to maintain a loyalty toward the community center is to permit the Council to participate in the development of the program and have the Inter-Club Council conduct a great many affairs where all clubs have an opportunity to participate. It is only through this democratic spirit that all interests can best be served.

The Inter-Club Council can sponsor such activities as social dances, parties, father and son banquets, mother and daughter banquets, an inter-club banquet, all kinds of tournaments and club rallies. The club rally offers one of the best mediums for creating the spirit you desire. Through the various club representatives each club is responsible for its share in the evening's program. In this way the spirit of cooperation teaches each club to appreciate what the other clubs have to contribute toward the success of the center. At these club rallies awards are made and inspirational talks given. The program is one in which both the administration and the club membership participate. Often the clubs, through a community center fund, purchase a radio and make their presentation at one of these club rallies. It is this Inter-Club Council which acts as the direct link between the clubs and the professional staff and thereby gives democratic representation in developing the program.

The Program

Club procedure may be classified as follows: First—clubs that function according to an adult determined plan and program. Second—clubs that receive a minimum of guidance and are fairly free to plan as they wish. Third—interest groups that specialize in some one activity, as mentioned in the second type of club under *Organization.* There is a fourth classification — clubs encouraged to build on original lines, which are receiving the kind of guidance that leads to creative group effort.

There is no question that there are values in all of these groups. However, the fourth type mentioned is undoubtedly the progressive educational procedure and the one which contains greatest value for the participants. In a club of this kind the program is experimental and suited to the interests and abilities of the membership. The major interest at any particular time is given full consideration. Progress is made by guidance and upon the foundation of the individual desire rather than by the imposition of arbitrary aims that have to be achieved in specific ways.

Club programs should be essentially educational. By this is not meant education in terms of formal discipline. We have, through the use

recreational activities, far greater opportunities than those who are dealing with the formal processes of education, to put into operation the principles of progressive education. Individuals in a club learn by doing. Programs, of necessity, are largely made up of activities. Rarely is there abstract material of any sort. In club work the membership is permitted to assume real responsibility and to function vitally, thereby developing good group standards.

There is, however, serious danger in haphazard programming. This is often the reason for so many clubs disintegrating. A program committee which sits in with the leader and plans an elastic program is one of the best safeguards against disintegration. Plan a weekly highlight for three or six months ahead, or as far in advance as you wish. Here are some highlights we have found successful:

December 1—Business meeting
" 8—Checker tournament
" 15—Christmas party preparation
" 22—Christmas party
" 29—Inter-club debate

January 5—Business meeting
" 12—Camelot tournament
" 19—Forum
" 26—Inter-club indoor track meet

February 2—Business meeting
" 9—Interclub debate
" 11—Trip to industrial plant
" 16—Forum
" 23—Washington Birthday program

March 2—Business meeting
" 9—Forum
" 16—Dress rehearsal of play
" 23—Dramatic production
" 26—Hike
" 30—April Fool party

April 6—Business meeting
" 8—Trip to industrial plant
" 13—Oratorical contest (Intra-club)
" 20—Forum
" 23—Hike
" 27—Oratorical contest (Inter-club)

May 4—Business meeting
" 6—Trip to industrial plant
" 11—Intra-club debate
" 12—Track and field meet
" 18—Forum
" 21—Hike
" 25—Inter-club debate

June 1—Business meeting
" 3—Trip to industrial plant
" 8—Pit tournament
" 11—Hike
" 15—Forum
" 16—Baseball field day
" 22—Badge award
" 23—Paddle tennis tournament
" 29—Annual meeting

Swimming at the YMCA and Morris Avenue pools

Put the planning and arranging of these events in the hands of the committee. Make them feel the program is their responsibility.

Every effective means of arousing interest should be brought into the picture. Competition looms large in the interest of all boys—both competition within the club and competition by the club or its representatives with other clubs. Sometimes this is organized around single events, or in brief tournaments or a series of competitions in which scores are kept throughout an entire season, and in a great variety of activities. There is, however, the ever-present danger that the competitive motive will set up false standards and make winning the goal. This must be guarded against.

Another great danger is monotony as a result of a routinized program where lack of imagination allows an activity, because it has proven interesting or is still interesting to part of the membership, to become "stale" with a large number of boys. If this is the case and the leader senses disintegration, it is wiser to disband the club on the leader's own initiative before it dies from stagnation. In this way you still have the opportunity of taking a few interested members and using them as a nucleus for a new club or combining them with some other club. Once a club disintegrates the possibility of this membership remaining "club conscious" is slight.

Although we mention clubs centering around a specific interest as one of the principal type clubs, nevertheless it is far more desirable to guide young people into groups with a well-rounded program. The reason for this is that most special activity groups are conducted without regard to the needs of other clubs in the community center or to the degree of development of their participants. Boys and girls are permitted to spend all their free time in a pottery class or gymnasium. Their interests remain limited and they miss all of the social values of group experiences.

Life does not consist of any one activity alone; special activities are essential. In fact, it is hard to imagine a community center without them, but they must not be permitted to assume a disproportionate place in our work and they must be conducted with regard to the needs of the individuals involved and related to club plans. Only in such an arrangement can they serve to enlarge the field for individual expression and provide additional opportunities for achievement.

Leaders, in order to be successful, must be resourceful. Here is a list of activities which may

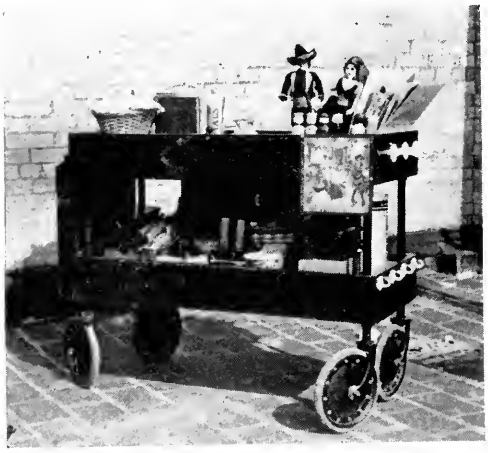
(Continued on page 392)

Here Comes the Play Lady!

By FELICE PIATKOWSKI
Special Education Instructor
University Hospital
Ann Arbor, Michigan

SURE ENOUGH, straight through the swinging doors into the ward comes a pink uniformed lady, with her big green cart loaded with toys. "Here comes the play lady!" Welcoming words!

From bed to bed goes the cart. A few words pass between play lady and child. A toy, a game, a puzzle, or perhaps a box of paints or a mat to weave something is chosen from the cart and the child gets busy. The play lady moves on to a crying baby. She holds up a string of bright wooden beads. The baby eyes the beads and forgets to cry. He reaches for them, and a sudden quiet comes over the ward.



And here comes the cart—always a welcome announcement of a visit to the wards by the play lady!

The cart goes on to a child lying flat on her back on a frame. What can this child do? Only her hands are free, and time drags on. There is much she can do—read stories, look at pictures, cut out designs, color, play with clay or with a doll that has a wardrobe which can be changed. The girl knows the play lady. She looks forward to her visit.

Every month the play lady has a project. This month it happens to be Hawaii. The handwork that is available will include making leis, coloring designs on cloth, and dressing dolls in Hawaiian fashion. There will be pictures and stories about Hawaii, and possibly a few Hawaiian records on the victrola. Thus, project material is on hand, but it is not necessary for a child to confine his work to it. If someone wants to make a book about animals he is free to do so. The play lady makes an effort to supply the necessary equipment to follow through with the original idea.

The morning program is of a manual nature when fundamental skills are practiced in simple handwork requiring the use of tools, and following directions. The afternoon program is more recreational. Games are played. There are rhythms on the drums and victrola. Puppets perform. A movable library makes a tour. Stories are read over the amplifier. Specimens from nature are exhibited and talked about. Just recently a baby lamb made a visit to each child in bed. It was a bottle-fed lamb, nursed by eager hands.

The job of being a play lady is a vital one. Its chief purpose is to make contact with the child, to find the child's interests, and to supply the materials needed to see the interests grow. The child is brought into a strange hospital environment, away from the folks he knows. He must adapt himself to new people, new ways of doing things, and sometimes there are difficulties. When the play lady comes there is something to do, something to think about. That helps.

If a child is well enough to go out of doors he is sent up to the roof. He may be in bed, in a wheel-chair, or walking about on crutches. On the roof in the summer time he stays outside. In the winter there is a short fresh air period before he is taken into the playroom for a program similar to the one on the wards. However, on the roof there is much more group work, singing, band playing, and games.

So—"here comes the play lady!"

In the April issue of RECREATION appeared an article telling of the work of the Special Education Department of the University of Michigan Hospital which aroused much interest. We offer a further word about this service to handicapped children, so rich in human values.

The Association takes this opportunity to call attention to the bulletin service for workers in institutions which it issues each month with the exception of August. The bulletins, which may be secured for $1.00 per year, contain suggestions for games, social recreation, music, drama and activities of various kinds.

"Clubbing" in Rochester Schools

By RONALD GEORGE BARRES
Senior Recreational Leader

"During the school term these clubs supplement the work of the classroom in attempting to teach the child the fundamentals of sportsmanship, group discipline and parliamentary procedure through a program of recreation, thereby making the retention of these principles thorough because the learning of them has been so enjoyable." —*Charles A. Leonard, Sr.,* NYA Supervisor of After School Recreation, Board of Education, Rochester.

IF YOU SHOULD sit in a Rochester, New York, elementary school for one week, you would discover that there are two days when you would see more than the normal desire for the pupils to want to hurry the hands of the clock toward the close of school! These days are known as "club days," and they are, in reality, good fun days.

Club days come once a week for boys and once for girls. The clubs for the boys and girls are conducted in exactly the same manner. The only difference is in the sex of the leader and the possible addition of giggling in the girls' clubs!

The history of the clubs as a government project is a recent one. In January 1936, the National Youth Administration allotted money to be used as the district administrator saw fit. After consultation with Rochester educators it was decided to reopen the girls' and boys' clubs in the elementary schools. These clubs had been organized in 1913 by Herman Norton, Director of Physical Education for Rochester schools. They continued under the leadership of college men until 1932, when a drastic cut in the Board of Education budget brought about their elimination.

Young men and women of leadership ability were carefully chosen for positions of leaders. About three weeks were devoted to lectures and practical demonstrations. Child psychology, game techniques, parliamentary procedure, program planning, first aid and subjects of like nature were taught. This training was continued for many months even after the leaders were directing clubs.

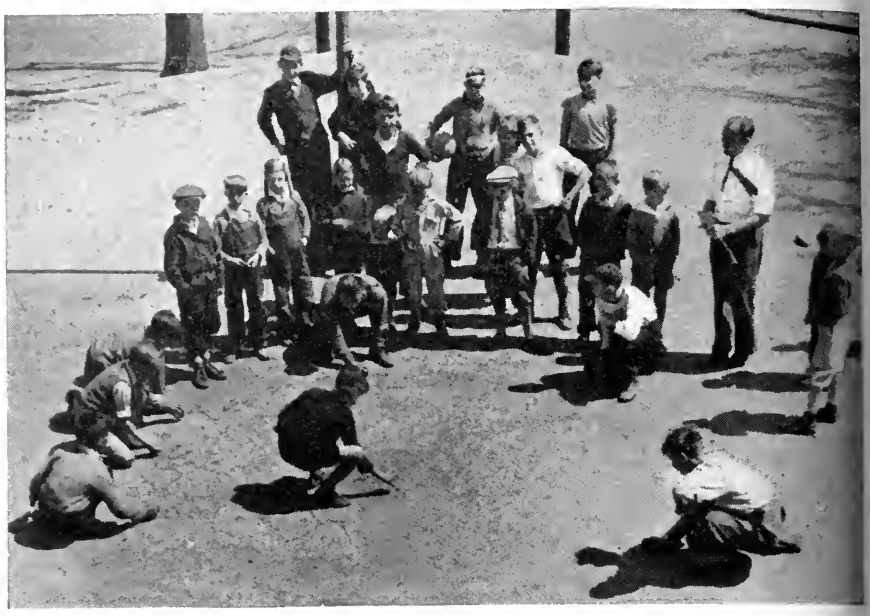
Armed with this knowledge, leaders began their work in the Rochester schools. Two types of clubs were designated—junior and senior. Pupils in the fifth and sixth grade were in the junior group; seventh and eighth grade pupils comprised the senior club. The first term was so successful that the next semester found almost every principal in Rochester clamoring for club leaders. The popularity of these clubs with the pupils and the many benefits obvious to the educators have combined to make these clubs once more a feature in Rochester education. Charles A. Leonard was appointed supervisor of the recreation clubs, with Leonard Gordon and Anthony Chiaffry as district supervisors. It is due largely to their efforts that the clubs are functioning so well.

The Procedure

A leader is appointed to a school, and before he sees

There is action aplenty in this circle relay—one of the events of girls' field day program!

the group he is to work with he confers with the principal, who gives him a list of the pupils whose marks entitle them to attend the club, together with a long waiting list of potential members. Only forty children may attend the club. The principal tells the leader the types of homes the children come from and other facts which will give the leader knowledge of the mental and environmental influences surrounding his group.



Courtesy WPA Georgia

For the boys of the Rochester school clubs the activities are many and varied in type

At the close of school the principal introduces the leader to his group. At this first meeting the leader proceeds to explain the aims of the club, the business meeting, the activities to be enjoyed during the term, such as the games, educational tours and parties, and the duties of the officers they are to elect — the president, vice-president, secretary and captains. Then come the questions, so rapidly as to swamp the leader. The question of dues is sure to arise. The leader assures them no money for any purpose will be collected. This causes many a sign of relief if the school is in a poor section. The pupils then proceed to elect their officers, and when this is over it is usually time to go home.

At the next meeting the club is generally in full swing, and the captains will have chosen their teams. The president opens the meeting, the secretary calls the roll and records the minutes, while the vice-president sits in the front of the room and appears important! The captains sit in the front seats, while each team tries its best to maintain the strictest order, for points are given each man on the best behaved team.

At the conclusion of the meeting the group proceeds to the gymnasium and lines up in team order. Here the captains have full authority and may eject from a game any unruly member. The leader announces the first game to be played, and the program is under way. Two types of games are played—competitive and recreational. At the conclusion of the session the leader announces the number of points each team has gained from the day's competitive play, and the secretary records it neatly in his notebook.

That is the usual winter program for both boys and girls. During spring and fall the clubs go outside and play. Sometimes the leader takes his group on an educational tour. Before holidays parties are given in the majority of clubs.

Before the end of the summer term, both boys' and girls' clubs have made preparations for their field days, held on different Saturdays. The contests for the girls are of a game type, while the boys engage in track and field events. There is always an excellent attendance, and it takes many hours to pick the winning school. The individual winners receive certificates for their efforts, while the school with the largest number of points is declared the winner.

At the conclusion of the term the number of points of each team is added, and each member on the winning team is given a large handsome certificate.

"It is extremely gratifying, especially in indigent neighborhoods, to see how these after school clubs combat mischievous tendencies among boys. This may well be classed as delinquency prevention." — *Leonard Gordon,* NYA District Supervisor, Board of Education, Rochester.

The Square Dance—

A Social Recreation Aid

By G. Harry Harrison, Jr., B.S.
University of Pittsburgh

Square dances are fast coming to be among the most important of present-day social recreational activities

Those of us who are particularly interested in social recreation are constantly on the lookout for new material with which to work. The square dance, though by no means a new activity, is being revived everywhere.

Unless a dance is sociable it cannot live long, and unless it can promote the spirit of play it will soon weary its devotees. It is just here that dances requiring eight or more people as the unit for their performance make their appeal. More persons are thrown together, the spirit of grown-up play is irresistible, and there is a wider scope and a stronger demand for skill. Many people who have danced both "round" and square dances say that there is more fun in one square dance than there is in an evening of round or ballroom dancing.

In the dance descriptions given in this article the reader may find an arrangement of movements which he knows under another name, or he may find a familiar name of a movement which is described and executed differently. Dance names and their movements vary with localities. This is as true in America as it is in Europe. One reason for this is that people, moving from one section of a country to another, change the original form of a dance to suit their particular needs. The dances presented here offer examples of this change in original form. They are partly related to the old-time "Lancers," characterized by dignified promenading and well-timed movements, but the chief characteristics of these dances are the vigorous swinging and informal movements.

The Caller

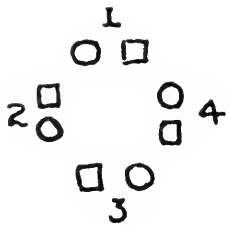
The figure caller should have a well-rounded knowledge of music and dance construction. In most cases it will be necessary for the teacher to do the calling. He should have a clear voice, pitched properly for the acoustics of the room, which will enable him to complete the call just before the strain of music begins to which the movement belongs. A good caller, if instructing a class, will see to it that the more experienced dancers are placed as the head, or lead, couples, and others as side couples, so that the less experienced dancers will have an opportunity to observe the movements of the head couple before they are called upon to execute the same movements. The caller should stand near the orchestra in order to regulate the time of the music. The ability, experience and courtesy of the caller are vital factors in the control of the dance.

Mr. Harrison states that he is deeply indebted to Miss Elizabeth Rearick, head of the Women's Physical Education Department, University of Pittsburgh, and to "Doc" Reed, "caller" of old time square dances, for their assistance.

Formation and Starting Position

The square dance, as its name implies, is danced in the form of a square. Four couples compose one square or set. The first couple stands with backs to the orchestra. All gentlemen stand to the left of their partners. The second couple stands to the right of the first couple and faces the fourth couple directly across the set. The third couple faces the first couple and is termed the "foot" couple. It is important for each couple to remember its position in the set as the calls follow in a very definite order and directions are based on the position.

Starting Position



NOTE: A number of diagrams are used. In all of them the circle represents lady; the square, gentleman.

"Corner Left, Partner Right, Grand Change Eight"

This call occurs more than any other in these dances. Most people know it as "Allemande Left." It is the movement made when each gentleman turns to the lady on his left, who also faces, and gives her his left hand. They turn once around counter clockwise and face their own partners. Each gentleman gives his partner his right hand and drops the hand of the lady on the left, known as "corner lady." Grand right and left begins at this point. This is a movement in which a circle of gentlemen move in a counter clockwise direction weaving in and out, while a circle of ladies move in a clockwise direction, also weaving in and out. As this process of weaving in and out proceeds, a dancer's right hand is passed to his partner, his left to the next dancer, right to the next, and so on around the circle until all are back in their original positions. The caller waits one or two measures of music for a set who may be tardy, then starts to call the figures for the main part of the dance.

Appropriate Music

Much can be said about the proper music for these dances. The tempo of the music should be kept lively at about 120 metronome. The 2-4 and 6-8 rhythms seem to be the best. Some of the songs which carry these rhythms are: "Red River Valley," "Red Wing," "They Cut Down the Old Pine Tree," "Golden Slippers," and "Sailing, Sailing." They can be found in many of the *Cowboy Song Books* and *Old Time Melodies.*

"Swing Andy Gump"

Music, 2-4 tempo

The Calls

"Jump in the air and come right down, swing your honey 'round and 'round."

All jump up in the air, and when they come down each takes his own partner in the social dance position and turns around in place twice.

"Corner left, partner right, grand change eight the whole way 'round."

Gentlemen turns the lady on his left with the left hand, continues back to his partner with the right hand and grand right and left as previously described.

"First lady out to the right and swing Andy Gump."

First lady leaves her place, goes to the second gentleman and swings him around twice, using the social dance position.

"Now that man with the great big hump."

First lady repeats the above swing with the third gentleman.

"Now the one with the turned up toes."

First lady swings the fourth gentleman as above.

"Now swing your own with the great big nose."

First lady returns to her original position and everyone swings his own partner.

"Corner left, partner right, grand change eight the whole way 'round."

This has been described.

How to Swing Your Partner

There are several ways of swinging your partner. Here are two popular methods.

The social dance position swing. Gentleman faces partner, holding her right hand in his left, with his right arm around her waist. His partner's left hand is resting on his shoulder. Turn around twice in the clockwise direction with four steps to each turn.

The buzz step turn. Dancers take ordinary dance position, but stand right shoulders together with outside edges of right feet together. In this position they swing around in place without moving the right foot, which is used to pivot. The left foot is placed forward and the accent occurs on the right foot. This is a very vigorous swing.

"Single File, Indian Style"

Music—"Red Wing"—2-4 tempo

"First couple out to the right and circle four."

Head couple walks over to station number two, join hands and walk once around to the left.

"Open up and take two more."

Head gentleman releases hands with second lady, and admits the third couple to the circle while continuing to circle to the left.

"Hurry up and don't be late, open up and run away eight."

Head gentleman releases hands with the third lady and admits fourth couple.

"Now we'll walk the Indian style."

All drop hands from circle, left face, and place hands on the shoulders of the person in front. Men place hands over their mouths and imitate *Indian war cry,* walking clockwise.

"Now we'll swing once in a while."

Each lady turns, faces gentleman behind, and swings with him twice around.

"Now we'll walk the Indian style."

Lady drops in line behind the gentleman and walks around half.

"Now swing once in a while."

Lady again turns and swings with the gentleman behind.

"Now walk the Indian style."

Lady drops in line behind the gentleman. All walk half way around again.

"Now we'll swing the squaw."

Lady swings with the gentleman behind.

"Now we'll walk the Indian style."

Ladies drop in behind gentlemen and walk half way around.

"Everybody swing his Minnie 'Ha' 'Ha' 'Ha' 'Ha'."

Having swung with all of the gentlemen in the set with these calls, each lady swings with her own partner.

"Corner left, partner right, grand change eight the whole way 'round."

See description of this figure previously given.

(Repeat all three more times. Second couple, third couple and fourth couple out to the right and circle four, etc.)

"Cast Off Six"

Music, 2-4 tempo

"Jump in the air and come right down, and swing your honey round and round."

See description of this figure in "Andy Gump."

"Corner left and partner right, grand change eight the whole way 'round."

See description of this call in "Andy Gump."

"Head couple 'round the outside set."

Head couple join inside hands and walk around the outside of the set to the right, and back to place.

"Swing in the center like old St. Nic'."

When head couple reach home again, they swing around in place. All others in the set remain inactive.

"Down through the center and cast off six."

Head couple walk through the set between the gentleman and lady of the third couple. The gentleman passes to the left and back to place, lady to right. See diagram.

"Swing in the center as you did before."

Head couple swing twice around. Others remain inactive.

"Down through the center and cast off four."

Head couple walk forward through the set as above, except in this figure the gentleman walks between the fourth man and third lady back to place, while the head lady walks to the right between the second lady and third gentleman and back home. See diagram.

"Swing in the center, and cast off two."

Head couple swing at home when they meet, then walk forward and divide again, the head gentleman walking to the left between the members of the fourth couple, while the head lady walks to the right between the members of the second couple, and on home. See diagram.

"And all the rest know what to do."

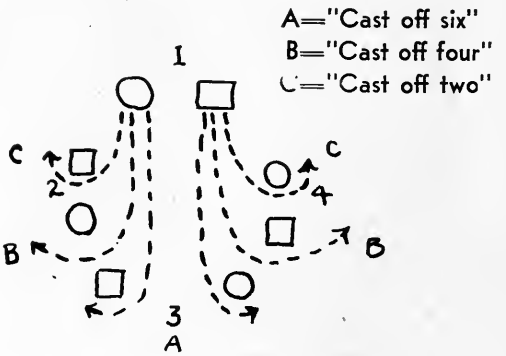
Everybody swings his own partner.

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call in "Andy Gump."

When all have completed the last figure, the caller calls the second couple around the outside set, etc., and all the figures as above. The third and fourth couple repeat the figures in their proper order.

NOTE: In order to avoid confusion, explain that the couple facing the "lead" couple is the place to cast off six. See diagram.



"The Girl I Left Behind Me"

Music by same name, 2-4 tempo

"Jump in the air and then come down. Swing your honey 'round and 'round."

See description of this call under "Andy Gump."

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

"First gent out to the right and swing your little mammy."

Head gentlemen walks over to the second lady and swings her twice around.

"Swing that girl, that pretty little girl, that girl you left behind you."

Head gentleman swings his own partner at her station.

"Swing your cousin Fannie."

Head gentleman walks over to the third lady and swings her.

"Swing that girl, that pretty little girl, that girl you left behind you."

Head gentleman returns to the second lady and swings her twice.

"Swing your little mammy."

Head gentleman walks across to the fourth lady and swings her.

"Swing that girl, that pretty little girl, that girl you left behind you."

Head gentleman returns to the third lady and swings her.

"Home you go, and everybody swings his own."

Head gentleman returns home and everybody swings his own partner.

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

Second, third and fourth gentlemen are called out to the right and each swings his "little mammy" in proper order.

Gentlemen always swing the next lady to the right and then come back to swing the one behind them.

After the dancers have become familiar with this form, it can be made much more interesting by having the caller call out the first gentleman to the right and swing all the ladies, as described, and after he returns and "corner left, partner right" has been executed, call the second two gentlemen out to the right to swing their little mammies. This puts two men into the action. Execute "corner left" then call the first three gentlemen out, to the right and swing their little mammies, etc. Again execute "corner left" and call out all four gentlemen to the right to swing their little mammies, as called above. Call corner left and partner right and the dance is finished. Much more fun is derived from this method, and while it is a bit more complicated, the action reaches more people at the same time.

"Lady 'Round the Lady"

Music, 2-4 tempo

"Jump in the air and come right down. Swing you honey 'round and 'round."

All jump in the air, come down, and swing partners around.

"Corner left, partner right, grand change eight the whole way 'round."

Gentlemen face the lady on their left, give left hands to each other and turn around once. Give partner right hand and left to next, etc.

"First couple out to the right and swing in the rear."

First couple goes out to the right and behind the second couple. In doing so, the first gentleman goes to the left around behind the second couple and meets his partner, while head lady goes to the right and behind to the rear of second couple. They swing there.

"Up in the front and swing the dear."

After swinging in the rear, the gentleman continues to the left on around to the front of second couple while the head lady continues on around to the right and swings her partner in front.

"Lady 'round the lady and the gent around the gent."

The head couple passes through between the members of the second couple, the head lady passing to the left around the second lady, while the head gentleman passes to the right around the second gentleman. Both walk back to place in front of the second couple.

"Gent around the lady and the lady around the gent."

Reverse the order, gentlemen passing around the second lady while the head lady passes around the second gentleman and back in front.

"Circle four, right and left and on the next, and swing in the rear."

First and second couple circle four hands ***half*** way around and then the first couple pass under an arch made by the second two. After passing through the arch, they then walk around to the rear of the third couple, the gentleman to the left and lady to right. They meet in the rear of the third couple and swing there.

"Up in the front and swing the dear."

Repeat this call, as above, at third station.

"Lady around the lady and the gent around the gent."

Repeat, as above, at third station.

"Gent around the lady and the lady around the gent."

Repeat, as above, at third station.

"Circle four, right and left and on to the next and swing in the rear."

Repeat, as above, at third station then go to fourth station.

"Up in front and swing the dear. Lady 'round lady, gent around the gent."

Both of these calls are repeated at station number four.

"Gent 'round lady, lady 'round gent. Circle four, right and left back home."

Repeat these calls as above and the first couple are back home.

"Corner left, partner right, grand change eight the whole way 'round."

This call is described above.

Second couple now takes the lead and visits all other stations, followed by couple number three and four.

"The Double Grapevine Twist"

Music, 2-4 tempo

"Jump in the air and then come down. Swing your honey 'round and 'round."

See description under "Andy Gump."

"Corner left, partner right, grand change eight the whole way 'round."

See description under "Andy Gump."

"First couple out to the right and circle four."

First couple lead out to the second couple and circle once around.

"Open up and take two more."

As first four progress to third couple, the head gentleman and second lady drop hands and admit the third two to the circle.

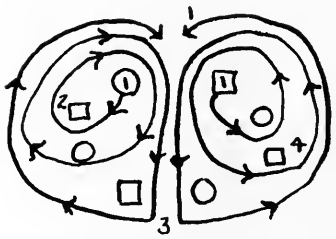
"Hurry up and don't be late, open up and run away eight."

Continue to circle to the left, then open up and admit the fourth couple to the circle between the first gentleman and second lady.

"Head couple free their wrists and start that double grapevine twist."

Head couple release their inside hands. The gentleman walks forward and to the left, passing under an arch made by the fourth couple. He continues around to the left and back to place. The fourth lady turns under her own left arm and stands in place. On the other side of the circle, the head lady is doing the exact opposite of the head gentleman, going to her right and under an arch made by the second couple and back to place, as the second gentleman turns under his own right arm and stands in place. Without stopping the head couple repeat the above figure each advancing one position toward the foot of the set, the head gentleman passing under the arch of the fourth gentleman and third lady and leading the second lady through behind him back to place. The head lady passes under an arch made by the second lady and third gentleman and back to place. The second lady turns under her own right arm and stands in place while the fourth gentleman turns under his own left arm and stands in place. Continuing the "twist," the head couple pass together under an arch made by the third couple. The head gentleman leads all those on his side of the circle to the left and back to place while the head lady leads her group to the right and back home. The third couple turn toward each other to unwind themselves, and stand in place.

The important point to remember in executing this figure is that all except the head couple remain holding hands while this figure is being danced. The only break being between the head two.



In this diagram the head couple is shown leading double grapevine twist.

"Corner left, partner right, grand change eight the whole way 'round."

See description under "Andy Gump."

Second, third and fourth couples in turn execute all of the calls given.

"Two Lone Gents Do See Do"

Music, 2-4 tempo

"Jump in the air, come right down and swing your honey 'round and 'round."

See description of this call under "Andy Gump."

"Corner left, partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

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Recreation in Mill Villages

The story of what recreation has meant to some of our southern mill villages is an interesting one. We present a few extracts from a report of the Works Progress Administration which has been responsible for recreation projects in a number of these communities.

XVILLAGE in North Carolina is a little town five miles from the county seat. The main industry is textile. There are other small businesses in the town, but there is a marked distinction between the "uptown" people and the mill workers, and the mill people are woefully lacking in recreational opportunities.

Into this community there went, last January, a recreation supervisor from WPA. The program began in an ice house transformed into a community center. Ice house pipes were taken out and sawed apart. Welded back together, they became see-saw and swing frames. That was the beginning of the playground.

Inside the center, games, crafts and social recreation were conducted. A small library had its beginning in the center when fifty books were borrowed from the State Library Commission and County Library. Now the library owns two hundred books and has a rental shelf with new books which pay for themselves and also for repairing older volumes.

The ice house has been outgrown and the local Recreation Council is buying additional equipment for the playground.

Xville, in the same county, has the distinction of being the oldest mill village in the district. It is a small village made up entirely of mill workers. During the past year the mill has been closed and most of the people are jobless. Into this community, too, there went a WPA recreation worker.

The only location available for a recreation center was one room of an old store building, but here the dauntless WPA worker initiated her program.

There was a library in the community, one of the best in the county, built in honor of the founder of the mill by his son. The library had been endowed, but years later, on the failure of the bank in charge of the trust fund, the library was closed. Many times the recreation worker tried to gain an entrance to the building. Finally her efforts were successful, and to her surprise, upon entering she was confronted with a bronze plaque inside the door reading: "I, ..., give this building, a place of recreation, a library, in memory of my father, ..., for the people of Xville."

In the library were rows and rows of good books—fiction, travel, biography, and magazines dating from 1906. The card catalog, tables, chairs and lights were in good condition. The large hall upstairs was in need of repair, but it was suitable for social gatherings.

The recreation worker saw the possibility of the library as a recreation center. She redoubled her efforts to secure the use of the building, and finally it was opened as a "place of recreation for the people of Xville."

In two small villages a recreation program has been operating for fourteen months. In one of these villages, a canvass for equipment disclosed swings and see-saws packed away for fourteen year and never used. In four other towns in the county, self-supporting recreation programs are being carried on. Not all of the programs are adequate, says the supervisor, but the project is helping, and there are ten recreation workers employed now where formerly there was none.

The recreation supervisor in another county of North Carolina tells of a community where highly emotional revivals were the only outlet for pent-up emotions. A WPA recreational program was introduced. The response was slow at first. The children lived in such widely scattered sections that opportunities for social gatherings were rare. They were bashful and self-conscious about playing. They had to be provided with an opportunity to do the things in which they seemed most interested. Following a study of community needs, a Community Club was organized. A thoroughly competent woman was secured to teach the Sunday School lesson at each meeting. This was followed by club singing, games and stories. Families came several miles to attend the meetings. After the regular program and social hour many of the members lingered to exchange quilt fashions and recipes, and some of the magazines friends had sent were passed among the members of the club.

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"It's Thar, Effen You Know How to Git It"

By

JOHN W. HANDLAN
Oglebay Park
Wheeling, West Virginia

"THAR'S LOTS O'GAME aroun' yere — effen you know how to git it!"

That was the classic response of a West Virginia mountain boy to a question addressed to him by a visiting sportsman.

It seems a strange way to introduce a story of a community music survey and the things which developed from that survey, but it does have an application to that apparently irrelevant field. The music survey enabled people of the general area of Wheeling, West Virginia, to verify their suspicions that there are musical resources "aroun' yere." Then, too, they go a step further than the mountain boy and are ready and willing to tell "how to git it."

Their plan is so simple, so flexible and useful that it might well be employed in any community or any region where the people want to ascertain their musical resources and put them to work.

A bit of background knowledge seems necessary for a proper understanding of the Wheeling music survey.

Wheeling is a city of 60,000. The city is, however, the geographic, economic and social center for an industrial and rural population of about 300,000 people who live in twelve counties in the upper Ohio valley and represent the states of Ohio, West Virginia and Pennsylvania.

Just beyond the municipal boundary of Wheeling is the city-owned Oglebay Park, a natural recreation area of 750 acres. At Oglebay Park is the headquarters of Oglebay Institute, an incorporated organization devoted primarily to adult education. The Institute derives its financial support from four separate sources. These are membership dues voluntarily paid annually by private citizens; proceeds of an endownment fund; private gifts, and State and Federal funds secured through the Agricultural Extension Division of West Virginia University. The Institute is, accordingly, under little moral or political compulsion to restrict its program to a city, to a county, or to a state. Operating many of its programs directly at Oglebay Park, it also sends its staff of specialists into the outlying cities, towns and rural communities of the entire Wheeling area.

The story of Oglebay Park and of Oglebay Institute is interesting enough, but is long — and this is the story of the Institute's music survey and some of the results of that survey!

Music Always a Part of the Program

From the inception, in 1927, of what was to become the Oglebay Institute program, music had played a part in its work. Opportunity was given to individual choral or instrumental groups of amateurs to present public programs at the park. The Institute had worked closely with the Wheeling Symphony Society toward the development of a creditable Symphony Orchestra under professional leadership and composed, about half, of professional players. Song leadership courses had been held. A course in music appreciation was engineered one summer.

Starting in 1934, the Institute, through West Virginia University, placed a rural recreation

worker in the field in five West Virginia counties. Part of his work resulted in the organization of men's, women's and mixed choral groups in these five counties. But by 1936, with the exception of the rural field of those five West Virginia counties and a well-established symphony program, the area's community music set-up was nothing if not hodge-podge and uncorrelated. Then in 1936 Oglebay Institute employed a director of music, Edwin M. Steckel.

Mr. Steckel came to the Institute with a background of excellent musical training, accomplishment as an organist, pianist and song leader, familiarity with school music from personal experience, and, best of all, organization ability. Into the lap of this man was tossed the problem of correlating the Wheeling area's musical activities.

Mr. Steckel met Mrs. Gibson Caldwell, president of the Wheeling Symphony Society, chairman of the Oglebay Institute Music Committee, herself a splendid amateur cellist, and ardently interested in any thing pertaining to music. Mrs. Caldwell invited to an informal supper at her Wheeling residence leaders of various choral and instrumental groups, the head of the musician's union, school music authorities from both sides of the Ohio River.

The Survey Is Initiated

A music survey was suggested to the group, which at once became interested and active when its possibilities were outlined by Mr. Steckel. On the spot, committees were formed to survey such separate fields as professional music, church music, school music, solo talent, meeting and rehearsal facilities and every other item remotely associated with the community music picture.

Mechanics of the survey were simple. The chairman for school music, for example, enlisted the aid of music educators on both sides of the river. Soon he had available a card index which listed such items as the names and addresses of all music educators in the Wheeling area, the number of musical organizations in each school system, their enrollments and other details. Similar listings of musical resources went on in the other separate fields.

In the meantime Mr. Steckel kept in daily touch with the surveyors, helped personally where help was needed and gradually accumulated the combined file of the separate surveys. At the end of about three weeks reports began to come in. Some astonishing things were revealed even to people who thought themselves familiar with the Wheeling area and its music.

Countless surveys are made, but many of them, rumor has it, are filed away and nothing more is ever heard of them! Here is the story of a community music survey whose findings were translated into significant developments.

The survey determined, for example, that eighty-five churches in the area had established choirs and that fifty-seven of these churches employed professional choir leaders, or organists, or organist-leaders. Only eight churches paid their singers. It was found that in twenty-two separate public and five parochial school systems of the region, there were employed a total of fifty-three music educators. Such other items were uncovered as the presence of eighteen established amateur vocal organizations and nine amateur instrumental groups. It was found that in the area there were sixteen professional instrumental organizations, five professional concert series, sixty-one vocal soloists, thirty-two instrumental soloists, ninety-one private teachers of music. Twelve suitable and available concert halls were listed.

Developments Follow the Survey

That gives a fair idea of the material uncovered by the survey. With the findings of the survey in Mr. Steckel's hands developments came rapidly.

An Oratorio. No individual or agency ever had brought the best singers of those eighty-five church choirs together for a single event. The local ministerial association eagerly accepted the proposal that these vocalists should combine in a regional effort. Thirty choir leaders met with Mr. Steckel and agreed to enlist all forces in the presentation of the Oratorio "Elijah," by Mendelssohn. The oratorio was sung at Wheeling in mid-March by a selected group from the singers of those choirs—370 voices. Dr. Hollis Dann, eminent choral conductor, was engaged to lead the production. He met with the various leaders at the outset and outlined his plan, following up this initial contact with a series of bulletins. Local leaders worked with their own groups between massed rehearsals, four of which were held. The choice of four professional soloists from New York obviated the possibility of arousing local jealousies.

Local newspapers called the oratorio the finest cooperative event in the area's musical history.

The Ohio Valley Festival Chorus. The performance over, the singers asked, almost unanimously, "What do we do next?" Result—the organization of the Ohio Valley Festival Chorus with a program of one outstanding event each winter and each summer.

A Music Educators' Association. Another example of what the survey did: Music educators on one side of the Ohio River scarcely knew their coworkers across that stream. The Ohio Valley schools are proud of their high school bands. These seemingly irrelevant facts became meaningful with the formation of the Ohio Valley Music Educators' Association with a membership of forty-eight of the area's fifty-three educators. The Association's first official act was the sponsorship of the first Ohio Valley Band Clinic.

Band leaders recommended players from their organization. Each player was given an audition which included scale playing, sight reading and a prepared number. A committee then assigned the successful candidates to places in the band of one hundred and fifteen pieces representing eighteen Ohio Valley high schools. Ernest Williams of New York was brought in as clinic director and a two-day clinic was held. A public concert climaxed it, and then the big band played in four separate centers of the area in the next two weeks.

A Community Music Association. The vexatious matter of conflicting dates for musical events long had been a thorn in the flesh of the local music leaders. From the survey came the Community Music Association, whose functions are to serve as a clearing house for concert dates, as a contact agency for local groups, and to act as official sponsoring body for combined musical activities within the area. As a start the Association sponsored two weeks of carol singing, twice daily, at Wheeling's first community Christmas tree in December of 1936.

Edwin M. Steckel serves as full-time secretary for these various groups, as well as other agencies and organizations in the music panorama of the Wheeling area.

Other Accomplishments

What are some of the other accomplishments which may be traced to the music survey? Here are a few of them:

A Junior High School choral festival at Wheeling with a massed chorus of 400 youngsters in public performance; a senior high school music festival in connection with the Arbor Day program at Oglebay Park, with 600 high school singers involved; a "Music Week Observance" which brought Geoffrey O'Hara to Wheeling to appear before a dozen civic clubs of the area and more than 12,000 public school children in a single week.

There is scheduled for Oglebay Park late in August (this is written in July) a two week camp of the famous "Singing Boys of America" from Steubenville, Ohio. In addition to the fifty boys of this famous group, churches of the area are sending a hundred local boys to play and sing with this talented band of youngsters under their own director. A sacred concert will be offered the public at the end of the two week period of training, and the nucleus of the "Singing Boys" will present other public programs during their stay at the park.

At Oglebay Park this summer a comprehensive concert program is catering to thousands of people. On every Sunday afternoon and on alternate Thursday evenings the Wheeling Symphony is scheduled to play. The Symphony is under the leadership of Antonio Modarelli, late of the Pittsburgh Symphony, and is rapidly striding ahead.

On the unscheduled Thursdays, amateur instrumental and vocal organizations of the area are scheduled for evening concerts, and in September upon the close of the Symphony concerts, each Sunday afternoon and each Thursday evening will be filled by a concert of organizations of this type.

On every Sunday evening in July and August public vesper programs are held. These are preceded by a fifteen minute organ recital by guest organists, and each vesper program includes special music and congregational singing.

Such special and outstanding events are in the offing, as an August first presentation of choruses from "Elijah," by the Ohio Valley Festival Chorus accompanied by the Wheeling Symphony. On September 19th an Ohio Valley band festival again will draw high school bandsmen together—this time in connection with the appearance at the park of the United States Marine Band. The school bandsmen will mass with the Marine Band for one number under its director, Captain Taylor Branson. This will take place in the afternoon. In the evening the Marine Band will play a public concert.

Most of these events are free, but the Music Festival and Marine Band program will be preceded by ticket sales by the high schools concerned, with part of the proceeds going to defray the

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Good Times in "Ag Alley"

By DOROTHY LANGSHAW
Perry, Ohio

"THEY ARE a great bunch," laughed Bill North, the campus cop, when I asked him his opinion about the students of the College of Agriculture at the Ohio State University. He went on to say that he wished other colleges had the pep and enthusiasm for group activities that the Agricultural College exhibits. "I actually believe that eighty per cent of them knows everybody else," blandly contributed Shorty, the Ag Alley cop. (Ag Alley is that end of the campus on which most of the buildings of the College of Agriculture are located.)

Education College asks "why?" Ag College replies with the word—"recreation."

Yes, Ag College believes in recreation—not the type which means solely movies and dances, but rather activities in which there may be group participation. The activities of the college are subject to the All Agricultural Council which has as ex-officio members the Dean and Secretary of the college. The books of each organization are carefully checked by a student auditor. This and other factors prevent the limiting of membership in the campus organizations.

Membership in this council consists of the president from each of a number of organizations. In addition two members from the Home Economics club, the president and a senior; two seniors from University Grange 1620, one of whom is a man and one a woman; one member from the Agricultural Student; the Student Senate member from the College of Agriculture, and any student officers of the National Collegiate Agricultural Council that may be enrolled in the College of Agriculture.

What Do They Enjoy?

What is the type of group participation that these college groups enjoy? The answer is folk games and play party games. Yes, we furnish much of our own music. The credit for our interest in this type of activity is due to our very good friend R. B. Tom, extension in rural economics, at Ohio State University. Many of the young people have been at camp with Mr. Tom before entering the University and consequently are prepared for this type of recreation. For those especially interested in recreational leadership Mr. Tom offers a course which consists of lectures upon the theory of play and play leadership. This course also has a laboratory period which is actual participation in play party games. At this time ideas brought up in lecture are tried out. In connection with this class teams are sent out to nearby communities to lead parties.

It's a big evening for many students when Billy Foster and his Yellow Jackets come to the Armory for a Square Dance. There are often as many as fifty sets keeping in perfect rhythm with the call "Darling Nellie Gray." The floor is also crowded when other types of old time dances are played such as schottische, rye waltz and polka. As is to be expected, modern dances are popular on this as any other campus, including the formal proms.

Skill games have been very popular with this group. Various students have found opportunity to visit the home of Lynn Rohrbough, just twenty miles from the campus, where they can make their own equipment for the games.

Picnics

Picnics have their place in the curriculum of Ag Alley. In the spring quarter each year the All Agricultural Council sponsors an "All Ag Spree" which is really a picnic. Everyone in the College of Agriculture is urged to attend, including the faculty. The early evening is spent in out-of-door sports, such as baseball, and other competitive games. When hunger calls a picnic supper is enjoyed amid laughter and song. When the food has disappeared a mixed dance fills the time for the remainder of the evening. It is impossible to go to such outings without recognizing at least the faces of your classmates — thus the basis for Shorty's comment.

The Annual Banquet and Dance

Ag College goes more formal for its annual banquet and dance which is held during the winter months. One of the purposes of the banquet is to present

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This month colleges will
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Recreation in a College Town

By S. SHIRLEY ROBERTS
Pacific University

MOST OF THE recreational activities in Forest Grove, Oregon, are sponsored by Pacific University or are held on the school property. Although several of these functions were primarily intended as purely school affairs, they have come to include most of the town's population. A comparatively small town, Forest Grove has a great number of recreational projects.

At Christmas

As Pacific University is called the "New England college of the West," it has many old English customs, one of which is the Wassail party. Just before the Christmas holiday the towns people are invited to McCormick Hall, the men's dormitory, which is appropriately decorated with fir trees, cedar boughs and mistletoe. The Christmas spirit prevails, and the University Glee Club, the Girls in formals and the men in dark suits, sing carols. There is a tableau or short play and informal speeches. To the crackling of the Yule log in the fireplace a platter is brought in on which is the boar's head; then—the wassail! Hot, spicy, it is followed by a platter of "snapdragons" —burning raisins soaked in alcohol. Friends drink one another's health in the aromatic wassail.

Another event of the Christmas season is the presentation of Handel's great oratorio, the *Messiah.* A group is formed composed of the University Glee Club and any members of the town's choirs who wish to join. The *Messiah,* together with other Christmas music, is presented by this group before Christmas. The Sunday after Christmas they join with the choirs of the Portland Council of Churches to present the *Messiah* at the Civic Auditorium under the direction of Willem Van Hoogstraten, accompanied by the Portland Symphony orchestra. Each person who attends three practices and the performance is credited with fifty cents which is given to his choral group to purchase music.

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Throughout the Year

An unusual activity is the annual high school music tournament sponsored by Pacific. Well-known musicians from Oregon and Washington are judges, and schools from all over Oregon and Washington send representatives. Every townsman avails himself of the opportunity to hear the music, classical and semi-classical, which is sung or played on piano, violin, viola and bass viol.

Probably the most unique feature at Pacific that is valuable to the town in a recreational way is a physical education class called "games of low organization." The members of this class learn to lead marching, party games, and folk dances, and are available at any time to conduct recreational activities at Parent-Teacher, Sunday School, or other group meetings. The member of the class who is to plan and direct a meeting of this type tries it on the class first to discover if any changes in program are necessary.

More in line with work all over the country are the May Day festival in which high school and grade school pupils participate, and which is enjoyed by the entire town; the extra gymnasium classes in games, dancing and swimming for townspeople; the supervised swimming periods for Boy Scouts, Camp Fire Girls, and Girl Reserves, and the annual play day for high school girls in this county, which is held in Pacific's gym.

Last summer the stores in Forest Grove started a softball league, but it was not entirely successful because of the necessity of holding twilight games. Nothing daunted, the merchants have started a campaign to buy arc lights for Pacific's athletic field. They will be used not only for the softball games but for high school and college football games as well.

We shall be glad to receive from other colleges and educational institutions information regarding the recreational activities being conducted by the students. RECREATION is particularly anxious to know of instances in which colleges are sharing their recreational programs with the people of the communities in which the institutions are located.

Recreational Provision in Housing Projects

In the *Architectural Record* for May, 1937, are described a number of public and private housing projects from widely separated sections of the country. The statement presented here will give our readers some idea of the facilities and areas being provided in greatly differing developments.

BOTH PUBLIC and private groups concerned with promoting housing developments are increasingly including recreational areas and facilities as an integral part of their plans. Community buildings, recreation rooms, playgrounds, day nurseries, swimming pools and other facilities are being constructed at the same time as the houses themselves.

Buckingham. Buckingham in Clarendon, Virginia, is a planned residential community developed by Paramount Communities, Inc., and consists chiefly of two-story group houses ranging in size from two to sixteen families. The section now under construction will provide for 510 families and occupies twenty-six and a half acres. Eventually 2,500 families will be accommodated in the development which caters to renters with an income averaging $1,200 to $3,000 a year.

Land coverage is less than twenty per cent, and all open spaces are developed in landscaped areas and play spaces. Present plans call for, among other things, space for community rooms, tenants workshops, an auditorium, and nursery schools if desired by the tenants. Plans are laid for a fully equipped playground for children five to eleven years of age.

Hillcrest. Completed six months ago, Hillcrest, a development of the Meadville Housing Corporation, Meadville, Pennsylvania, relieved a housing shortage brought about by the establishment of two new industries in the community. The corporation is sponsored by the Chamber of Commerce and the Central Labor Union.

The plot occupies forty-three acres of hill side, twenty-three of which were used for building purposes. Five acres were set aside for future use and eleven acres were given to the city of Meadville for park area.

The Chandler Tract. In a project of the Resettlement Administration, Department of Agriculture, part-time farms will be established on the Chandler Tract in Arizona to enable temporary laborers on farms to escape the necessity for migratory living by supplementing their incomes and providing minimum, but adequate housing. The project supplies 350 acres of farm land surrounding the housing tract, on which marketable crops and livestock can be raised by the laborers during periods of temporary unemployment. In addition to crop lands, each apartment will have a small garden where flowers and special vegetables can be grown. A community building will have facilities for a day nursery, for social gatherings and for various other activities.

Liberty Square. Liberty Square, recently opened PWA housing project, stands on the outskirts of Miami, Florida. Its 243 units are made up of one- and two-story group houses containing from two to five rooms each which will house only families who previously lived in sub-standard homes and whose income does not exceed five times the rent plus the cost of facilities. The site calls for a community building, centrally located, with accommodations for a day nursery and a large auditorium. Behind this building is a large open dance floor. Swimming and wading pools are flanked on either side by large grass plots. The arrangements of the building allow court space for children's playgrounds and a garden area for adults.

Pickwick Landing Dam. The Pickwick Landing Dam development is a PWA housing project for the provision of permanent homes for workers at this Tennessee Valley Authority plant. The project includes a ten room public school in combination with a community building which also contains an auditorium for both colored and white, a reading room and a sitting room.

Parklawn. Parklawn, also a PWA Housing Project, is located near Milwaukee's industrial and employment district. The tract of forty-two acres contains sixty-four fireproof structures grouped around courts. Seven and a half acres are set aside for recreational purposes. A community house with many facilities, a number of playgrounds and wading pools are provided. An arrangement with the Department of Municipal Recreation and Adult Education of the Milwaukee Public Schools has been made whereby the Housing Project provides the facilities and the Department of Municipal Recreation and Adult Education the recreational leadership and program.

At the Portola Recreation Center

By PAUL MADSEN
General Director

THE PORTOLA Recreation Center is located in a district which lies in the center of a group of very much isolated and independent districts of San Francisco. In the past years sectional feeling has run high, with constant warfare between the districts involved. Natural boundaries, such as hills and vegetable gardens, were the border line over which armed conflicts frequently raged. Strategy resembling that used in actual warfare was often employed by the various district forces. One gang would entice the enemy across the railroad track at the moment when a freight train was coming through, thereby shutting off retreat and enabling the capture of the "foreigners." Many of the captives were treated cruelly and the police were constantly called on to restore law and order. The use of rocks and weapons of many kinds was common. Eventually an unfortunate motorman piloting a street car was shot with a rifle. It was then that the city government became conscious of the fact that troubles were constantly brewing in this district.

The population of the section is a mixture of practically every nationality, with Italians, Scandinavians and Jews predominating and with a generous sprinkling of Maltese, Germans, Spanish and French. Because of this mixture it has been difficult to secure solidarity and uniformity of action. The nationalistic feeling which prevailed very strongly in the past often made progress impossible along commercial as well as fraternal lines.

The Portola Recreation Center operated by the San Francisco Recreation Commission has completed its sixth year. As the Commission looks back over these years, it feels that the Center has not only provided leisure time activities for many thousands of people of all ages, with progressively better programs as the leaders have gained in experience, but it has helped materially in reducing juvenile delinquency in a neighborhood which presented many acute problems.

Then Came the Center!

It was in the midst of a cosmopolitan district of this type that Portola Recreation Center was established six years ago by the San Francisco, California Recreation Commission. The building contains gymnasiums of maximum size with apparatus and adequate shower facilities, four club rooms, a kitchen, a well-equipped stage, craft rooms and offices. The center is located on a ten acre playground with the usual facilities such as baseball diamonds, basketball courts, tennis courts, and children's apparatus. The attendance on this playground prior to the opening of the building averaged about 1,200 a week. With the building in operation the average attendance is about 5,000.

The Staff. The staff of the center consists of one general director and four assistant directors, three of whom are on a part-time basis. At the present time the staff is augmented by twenty-two WPA assistants who teach various kinds of craft work, issue supplies, do office work, and perform other services.

Hours of Operation. The center opens at 8:30 A. M. and is in constant use until 11:00 P. M. and often later. An emergency educational program nursery school using the facilities of the center takes care of thirty-five babies. The fast moving of furniture makes it possible to convert the rooms into play rooms and sleeping rooms for the nursery with its kindergarten furnishings in the morning, and to transform them into adult club rooms for afternoon and evening activities. In this way a maximum use of the building is secured with the most efficient services for the greatest number of people.

Because of lack of school facilities the near-by junior high school uses the gymnasium of the center for its various physical education classes.

Clubs and Classes

We have found that by grouping our participants into forty or fifty groups and classes of from twenty to twenty-five each we are far better able to guide these individuals, with their differences in background and experience, and to gain a better insight into their family life and environment. There are about thirty clubs sponsored by the center and held together by a variety of interests. Among the groups are Camp Fire Girls, Boy Scouts, Sea Scouts, athletic clubs, social clubs, and clubs for practically every age and interest. A strong active mother's club is one of our outstanding groups. The classes carried on regularly include folk dancing, tap dancing, ballroom dancing, acrobatic dancing, a toy symphony, orchestras, glee clubs, airplane building, woodwork, painting, gymnasium activities and a nursery school, instruction in piano playing, soap carving, puppetry, dramatics, tennis, story-telling and harmonica instruction.

The Club Advisor. Each club has from twelve to fifty members who elect their own officers and transact their own business. A director is assigned as adviser to each club, and while all directors are interested in all clubs each adviser is definitely responsible for the club of which he is in charge. He is sometimes granted the right to vote in club meetings but is usually a silent spectator, leaving all the planning to the club members but always standing ready to be of assistance and to interpret the rules and regulations of the center.

The Council of Representatives. In order to secure unified action by all clubs meeting in the center, a council of representatives has been organized to which each club elects a delegate. We have tried to make this council a dignified body of "statesmen" and to attach real importance to the office and its duties. The council meets regularly once a month. The delegates are assigned to their regular permanent seats and business is carried on in a very dignified manner. The officers of the council are elected by the delegates. By giving this body a great deal of responsibility we have been able to secure cooperation and discipline not otherwise obtainable. It has been our experience that the greater the responsibility given this group the better the response from the clubs.

Through our method of organization we have secured leaders able to promote and conduct center-wide and inter-club activities. The council is empowered to make assessments on the clubs for various purposes. It conducts baseball and indoor basketball tournaments and is in charge of events such as our large indoor carnival, our anniversary celebration and other activities which have become traditional during the past six years. The anniversary celebration lasts a week and is observed by various athletic, musical and dramatic programs. The week is eagerly awaited by members of all the clubs. Recreation executives, city officials and other dignitaries are always invited, and the clubs take great pleasure in entertaining them.

Meeting Places for Clubs. Many clubs are in favor of having their club rooms in various homes, attics and basements. While we encourage the use of the facilities of the center, we also encourage certain clubs to maintain their own rooms. Some groups like to have a place where they can gather at any time and rooms which they may furnish in any way they desire. We believe the proper approach to this problem, which is indeed a problem in many instances, lies in taking a personal interest in these clubs and visiting them as often as possible. Our directors are welcome guests at most of the clubs, and the mere knowledge that a director may visit them at any time keeps activities and facilities at a high standard. We invite these independent groups to participate in various sports of the center and feel the clubs are almost as much our responsibility as though they meet at the building. In this way we have created cordial relations with many groups, clubs and gangs who were antagonistic toward organized recreation and supervision.

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"Never Too Old to Play"

By W. DUNCAN RUSSELL

Behind the pictures — what? In a series of talks broadcast over Station WCOP, Boston, W. Duncan Russell, General Director, Community Service of Boston, who is now serving as Executive Director of the Adult Recreation Project, WPA, Boston, has told of some of the human records being written as adults are given increased opportunity to find expression through leisure time activities. In his first broadcast, presented here, Mr. Russell tells what is back of some of the pictures which have been taken at some of the various centers in operation.

WE HAVE BEEN taking pictures lately of the Adult Recreation Project. These pictures are providing the government with a faithful and accurate record of varied forms of recreation offered to the citizens of Boston, under sponsorship of the Works Progress Administration. They show groups of amateurs in all sections of the city taking part in community entertainments. They picture men and women in arts and crafts centers learning new skills with their hands. They give flashes of community orchestras and choral groups putting on music festivals in their neighborhoods. There is a series devoted to lecture and discussion groups showing people of all classes meeting in friendly fashion to get a little closer to the actualities of life and to each other and to learn from the open forum the great lessons of mutual understanding and tolerance.

These pictures, to me, are more engrossing than the most brilliant Hollywood film, for the reason that they are real. They are part of a human record being written in our own city by our own people. Perhaps if you saw them you might think the little dramas they picture must be very crude theatrical efforts. The orchestras might look very amateurish to you. The discussion groups might seem to represent a hit-and-miss cross-section of our population. And I suppose you would be right in this surface judgment!

But it is for this very reason that they mean so much to me. They are typical of a cross-section of our city population. They do show men and women of all ages, from all districts, who are characteristic of the Boston we know as "the Hub"—the Boston which has its North End and its South End, its far-flung suburban districts and its compact West End. The thing I like best about them is that they show all kinds, ages and conditions of people enjoying themselves, apparently refreshing their minds and bodies and storing up new mental experiences.

Perhaps these experiences might not seem to you very

thrilling, but I know they have been life-saving to many men and women. I see in these photographs people—just plain people— casting off the cares, the worries and work of the day, and finding a new joy in taking part in a drama, learning to play chess or checkers, weaving rugs and tooling leather, singing in community choruses or playing an instrument in a neighborhood orchestra.

Another thing that strikes me forcibly as I look over this pictorial record of a government recreation project is the number of gray heads in the pictures. In order to make this record, a camera man goes from one to another of the centers maintained by adult recreation in nineteen different sections of the city, and snaps the participants and the audiences. His pictures show older people among the actors and registrants. They show a great many older people in the audiences. A checker game in one of the game rooms shows an old man who looks like a retired sea captain, surrounded by a group of solemn-looking young men who are watching his moves with rapt intensity. There is another picture of a venerable colored man whose face would intrigue a Rembrandt with its fine gentleness and its furrows cut in by the years. He is making a hooked rug. On inquiry I find that this old man who attends one of the crafts centers in the Outer South End is learning this new art—at the age of seventy-five—in order that he may make himself useful in his last years.

In another picture, brought to me recently, is a group of elderly gentlewomen, whose fineness is of special Boston type. They are gathered in the back garden of what was once one of the city's fashionable residences in the South End—now a settlement house — listening intently to a young lecturer who is evidently making an impression upon them. The picture tells an affecting story of the eagerness of these old women to be informed on modern matters, and of the pleasant way they are spending an afternoon, with a youthful speaker bearing to them across the years a message of timely interest.

In still another picture taken recently in the English High School Center maintained by the School Committee Division on the Extended Use of Public Schools, the audience is sprinkled with gray-haired men and women who have passed the meridian of life.

Now, I have been what we term a "recreation worker" most of my life. I believe heartily in the philosophy of that great founder of the recreation movement in America, Joseph Lee, that play is a necessary part of education.

In all sports programs for boys and girls launched under proper leadership we try to help the development of those play faculties which make better-rounded lives. We encourage play for the sake of the game itself, for the joy of it and for the keen pleasure of competition.

We all know that boys and girls must play—it is their birthright and their heritage. But conditions revealed during the last few years have opened our eyes and our minds to new needs and new possibilities in a recreation program for adults. In this city today there are thousands of men and women who need recreation for the same reason and to the same degree that boys and girls need it. How few of us ever stop to think that the average normal human being is never too old to play! Of course I do not mean to play baseball or football or to take part in rough and tumble games. But I *do* mean never too old to go in for an interest—a hobby; never too old to attend a theater performance, to listen to music, to enjoy a good discussion or perhaps a timely lecture on a favorite topic, or to learn new arts and crafts or develop new manual dexterities.

Under modern conditions people past their early youth are faced with more leisure and greater opportunity for relaxation than our mothers and fathers would have dreamed possible. Electricity has turned on the switch and set a new pace for all of us. Shorter hours of work and the crowded living conditions of our cities have made it an obligation of society to provide opportunities for the employment of the time we now call "our own."

This need has been recognized and met by the government and I am here today to tell you something about the demonstration that has been given in the City of Boston, under the Adult Recreation Project, to prove that society can meet this need intelligently and that it can do its part to supplement the commercial forms of recreation provided by movies, theaters, automobiles, radios and those entertainments for which we pay our money.

I wonder how many of you listening in really know what I mean when I speak of the "Adult Recreation Project." I wonder how many who do know about it, and have taken part in its neighborhood entertainments, realize its importance and its extent!

Do yon know, for instance, that under government auspices nineteen little theaters have produced to date 500 plays in which all the actors and actresses have been volunteers living in the neighborhoods of the theater?

Do you happen to know that in fourteen arts and crafts centers a total attendance of 107,000 men and women have been taught to "do something" with their hands and their brains, to develop creative instincts and manual skills?

It may be news to learn that every night, in some part of the city, clerks and stenographers, mechanics and lawyers, men and women from all trades and professions are meeting voluntarily for rehearsals for community choral events or for neighborhood orchestra concerts! At the same time, you will find young and old gathering in halls and private homes, in branch libraries and settlement houses, wherever space can be found, to listen to lectures by experts in some field of art, science or government, or to take part in a local discussion group under trained leadership where topics of current interest are fairly and impartially threshed out.

Just add to this the picture of twenty-three reading and game rooms open all day and into the evening, where adults can put in their leisure time learning the intricacies of chess from a past master of the game; studying the proper moves to make in a close game of checkers; learning that ping pong is not such an easy game after all, or brushing up on the latest rules for bridge. When I tell you that these game rooms record an attendance of one million since their opening in February, 1933, you will get some idea of the need they have filled in the emergency period of depression through which we have just passed, and of the need they are still filling.

Now I am going to ask you to use your imagination still further in forming this picture of free recreation for the people of the City of Boston. Picture these little theatres, orchestral and choral groups, arts and crafts classes, lecture and discussion groups and reading and game rooms as *community* affairs conducted for and by the community. Picture them being locally sponsored by the recreation division of the local planning committee, and see them geared to neighborhoods' needs, to the preferences and peculiarities of their section.

In other words, you will find that over in Brighton-Allston they like to put on operas, so they have managed some Gilbert and Sullivan nights that have attracted city-wide attention. Out in Germantown they love a discussion group and having a good time getting together, somewhat as our Yankee forebears did at husking bees and country-store, cracker-barrel, free-for-all forums. So they put on a community night at their center, which happens to be a hall, and the local committees plan the program. The leading actors, singers, speakers and dancers live so near that they can walk home after the affair is over.

This is the kind of thing that is happening in all parts of Boston because the government was farvisioned and wise enough to realize when the emergency of unemployment came that men and

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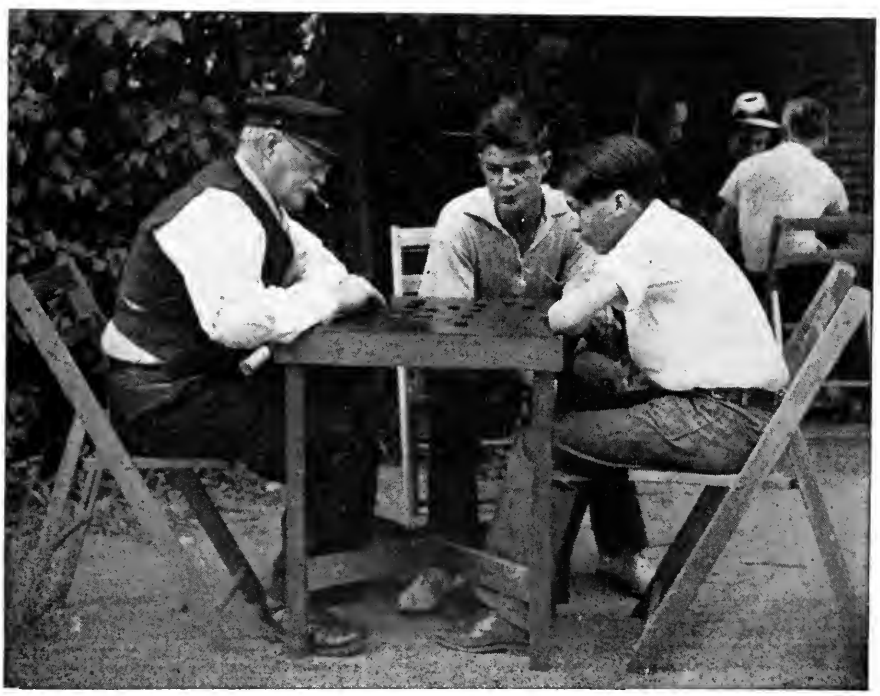

At a reading and game room an expert puts a "poser" up to the boys

A Traveling Museum

The story of Tulsa's traveling museum has been taken from an article by Hugh S. Davis, Director, Zoological Garden and Conservation, Tulsa, Oklahoma, Park Department, which appeared in the March 1937 issue of *Parks and Recreation*.

THE TULSA, OKLAHOMA, Junior Zoological Society is building an interesting traveling museum. The first occupant of this unique museum will be the Barred Owl chosen because Oklahoma is one of the few remaining states which does not give legal protection to any of the owls and the need for education regarding this particular bird is great. The display is a case with a stuffed owl inside placed in a natural background with painted trees and sky and clouds, which make the bird seem to be still living. In front of the owl is glass and the inside of the case is electrically lighted so that colors, markings and beauty of the bird may better be seen by the observer. The case has double sides. One of the side panels can be opened out, forming a display board on which is the information about the specimen in the case. On another side of the case is information about the whole owl family with photographs showing all the different owls. For different grade students a different set of display cards are placed on the side fins of the traveling museum. In this way the same case can be used for all grades merely by changing the information card.

It is the plan of the Junior Zoological Society to have enough of the cases to cover several different family groups of birds, as well as mammals and even reptiles. When the plan has been expanded all types of science will be displayed, such as plants, geology, insects and the conservation of soil.

The distribution place for all of the traveling museum cases will probably be the Tulsa Zoological Garden museum, for it will be from the material in the museum that the case displays will be made up. Such an outlet for the specimens in the museum, it is thought, will be of great educational value. The displays will be distributed from the museum, and after study by classes will be returned and held until another school is ready for the display.

One of the interesting phases of the project will be the assistance which the students can provide. It is planned to furnish the various science classrooms with a blank background of papier-maché curved in such a way that there are no corners, thus making the painting of scenery appear in the distance. The students can paint the backgrounds and assemble the foreground material for a nat-

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Courtesy Parks and Recreation

A Plan for the Improvement of Huron Valley

There are vast, unrecognized possibilities for the reclamation of our rivers for the recreational uses of the people of America

By HENRY S. CURTIS, Ph.D.

THE SMALL rivers of America for the most part have been forgotten by our lawmakers, as anyone who has read the reports of our water resources commissions, power commissions or even our common water law must have realized. Yet for every river in America the size of the Tennessee, there are dozens, if not hundreds, of small rivers the size of the Huron. These small streams are not navigable for commercial craft, and they have little value for power, but they are pretty evenly distributed over America. Properly developed, they offer facilities for canoeing, fishing, swimming, camping, picnicking and residence that are accessible to all our people. Such streams are particularly important for Michigan, which derives so large a part of its income from the recreation which it furnishes.

The Huron River is easily accessible to more than two millions of people, with metropolitan Detroit only twenty miles away from the lower river, Toledo but little farther, and Flint only about twenty miles from its source.. The people who can reach the Huron in a forty minute trip pay more than half of the taxes of the state and may justly claim a consideration for it that would not be warranted in the case of a wilderness river.

The recreational needs of each of these two and a half million people constitute a claim for consideration, and we should naturally expect that the Huron would be the demonstration river of Michigan, where the state would show to the world its consideration for the happiness of its people. Instead of this, we find a river defiled with the sewage of its cities, obstructed with many dumps, rocks and fallen trees, an instance of almost total neglect.

The Objectives

The objectives I have to present constitute an outline plan for the improvement of the valley. They are not an engineering plan or a landscape plan, but rather a suggestion of a master plan of which they are a part. It is not complete, in that it does not cover land use or reforestation but only the more immediate objectives of valley improvement. These objectives, as I see them, are ten in number.

Removing the Pollution from the Stream. The first objective should be the removal of the pollution. No one wishes to swim or fish, boat or picnic, or have a residence on a sewage pool. If the cities throwing their sewage into a stream were required to put it in above the city, so that they would suffer the consequences themselves, our rivers would soon be cleared, but cities always throw their sewage in below, so it is the neighbors of these cities who have to suffer. Their action is a violation of fundamental human rights and of the common law which says riparian owners have the right to have a stream come to them undiminished in quantity and unpolluted in quality. Such public abuse has long been against the sanitary law in this state.

The first difficulty is with the law itself, as no group has at present the adequate staff or authority to carry out its provisions, and the law does not seem to envision its main problem. It says that a city may be required to take its sewage out of a stream "if it is found to be injurious to fish life or to the public health." Sewage drives all the better grades of fish out of the area and reduces the growth of carp, but it can not be said to be particularly injurious to the life of this fish. It is not injurious to the public health if people do not use the water, but it drives away every form of human activity and depreciates the value of property for miles below,

Definite and far-reaching objectives for the restoring of lost beauties and uses for the Huron River Valley, Michigan, were agreed upon and announced by a determined group of people representing all sections and interests of the Valley at a meeting held at Ann Arbor on March the fifth. Planners, engineers, industrialists, foresters, geographers and representatives of State bureaus pledged their support to make available to the people in the congested section of southeastern Michigan a river cleared for boating, improved for fishing, relieved of pollution, made beautiful and supplied with outing facilities along its banks. Extracts are presented here from the comprehensive report made by Dr. Curtis to the Conference.

far beyond the areas actually reached by the sewage.

Clearing the Channel for Boating. As the second objective I would name the clearing of obstructions from the river. These include some ten or fifteen dumps, ten barb wire fences, eight or ten abandoned dams, many rocks, hundreds of stumps in Barton and Flat Rock Ponds, and at least a hundred trees that have fallen into the channel, as well as numerous sandbars and riffles that make boating difficult and sometimes dangerous.

The Huron has been meandered over most of its course, and the bed of the stream belongs to the state. The trees that have fallen into the channel are probably worth taking out for wood. The fences across the stream are plainly against the law. Abandoned dams should go to the state or at least furnish passage for boats. Stumps are taken out of modern ponds before the water is let in.

Our Federal rivers are placed under the engineers of the War Department to maintain the channel, regulate the height of bridges and dams, and provide for the passage of boats. There should be some state engineering department having the same authority over state rivers as the War Department has over Federal rivers. Most of the improvements needed would not be particularly expensive if there were some department with the necessary equipment which could be moved about from stream to stream as needed. On the Huron, at least, a tractor with high and broad wheels could probably move down the bed of the stream in any period of low water, gather the rocks into low dams, which are much needed, remove obstructions and dredge a narrow channel that would always be navigable even in the periods of the lowest water.

Recreation workers will without doubt agree that not nearly enough is being done to develop the recreational opportunities offered by our rivers, and they will read with much interest the suggestions made by Dr. Curtis in his report. Dr. Curtis believes that if the plan he has suggested were put into effect on a national basis, the recreational resources of the United States would be easily doubled.

Stable Water Levels. The third objective is a stable water level which is one of the determining factors in the value of all waterside property. While a water frontage in the valley under satisfactory conditions is worth from ten to one hundred times as much as the land back of it, this excess value does not apply where the water front of today is the mud flat of tomorrow. With no state department in charge, this has been left to local whim or haphazard development. Any group of two or more farmers may get up a petition and drain a marsh or lake or lower a lake level without considering the general effect on the valley as a whole. A power dam may maintain its water levels or let the water run out as it pleases.

There are a number of marshes that have been drained that should not have been. They were more valuable as the resort of wild life than they ever will be for the feeble pasturage that they afford. There are streams flowing through marshes that might be dammed to make lakes that will yield a larger return than the marshes are ever likely to do.

There are a number of lakes in the valley which have been nearly ruined by drainage ditches that have lowered the water levels, leaving the true shore back some distance from the water. In this way some hundreds of acres of onion land worth perhaps a hundred dollars an acre have been gained, at the expense of a similar area of resort land worth a thousand or more dollars an acre. Throughout the Waterloo area one of the first problems has been the restoring of these old water levels. There are a few lakes that are maintaining their levels by damming their outlets. There are a number of others where a retreating water level is a serious problem.

The power pools or ponds above the dams have certain disadvantages as resort areas as compared with lakes. The greatest disadvantage, in a number of cases, has been the sewage of the cities. Then there is the silt that comes down with flood waters, and the fact that such bodies of water are new and have no beaches. A still greater disadvantage is the popular belief that water levels on ponds are unreliable, and that the water front of today is likely to be the mud flat of tomorrow. This belief, as far as the Huron is concerned, is built on a misapprehension. As soon as the sewage is taken from the river, sites with permanent pond levels should be nearly as valuable as sites on our lakes.

During the low water period of the summer there is only water enough to run the smaller turbine in the power houses from two to four hours a day. The companies have been considerate in the time that the stream is allowed to run but when the water is cut off by closing the spill-

ways, it drives the fish from the river below, and makes swimming, boating, camping and picnicking either impossible or unattractive. There are two possible solutions; one, to allow the minimum flow of the river to proceed at all times, or at least during the daylight hours, and the other to build a series of low dams to keep enough water in the river to protect its fundamental uses. Such weirs are especially suggested for Ann Arbor and Ypsilanti.

Improving the Fishing. The first need is a careful study of the river to find the chemical and oxygen content of the water and the temperature in the hottest days both in the stream and in the ponds at various depths. Such a study should determine the kind and amount of food available for the bottom-living fish and the fish that are ultimately dependent on the free floating plankton in the water.

If fish are to be maintained in the sections of the river below the dams where the bed is well-nigh bare when the turbines are shut off, there must be a series of low dams with deep pools to which the fish may retreat at such times. Wing dams or deflectors will help by narrowing the current and digging deep holes. Taking the rocks from the channel to build such dams will be a great advantage to the boating. In places there should be brush or other cover for concealment and protection.

The carp is at present the main fish of the lower river. There is great prejudice against carp, but caught early from unpolluted waters, it is not a bad pan fish. It grows rapidly and lives largely on grubs from the bed of the stream and roots of water plants. It is the main fish of our colored fishermen, who often come down in their cars and spend several days at the riverside, sleeping in their cars at night and cooking the fish as caught. As the sewage is cleared from the river, the game fish will reduce the numbers of carp considerably.

Professor Hubbs is of the opinion that wall-eyed pike, which is abundant in Ford and Portage Lakes, could probably be introduced into some of the other lakes and ponds, and that probably the rainbow trout might thrive in the upper river and in other portions, fed largely by springs. A larger planting of blue gills and small mouthed-bass is indicated by present conditions.

Of all the rivers of Michigan the Huron is surely the place for a fish demonstration. The Fisheries Institute has its home at the University, and there are plenty of people nearby to catch the fish.

Protection of Wild Life. As the fifth objective, we have the care of the wild life of the valley which has an unusually large supply and variety of forms. There are many marshes that might well be reflooded for muskrats and water fowl, and beaver might be introduced at certain points.

There is at present a wild goose sanctuary on Dunham Lake in Oakland County and a water-fowl sanctuary on Mud Lake in the Waterloo Project. Three other sanctuaries seem desirable: one on Four Mile Lake, where the state now owns about two hundred acres of land that is not being used, one on the Geddes and Superior Ponds, and a third in the marshes at the mouth of the Huron. The Geddes and Superior Ponds have a great abundance and variety of bird life. Geddes has

been made into a sanctuary by the sewage of Ann Arbor, which has kept every one away. During the past spring the pond has had for about two months nearly two thousand wild ducks and five wild swans. During the past summer there were three American egrets on it, and the Superior Pond had many herons and bittern, grebes, rails, coots and other marsh birds. With the removal of the sewage it is to be expected that boats will begin to appear upon it and it will lose the isolation that has made it a sanctuary. Superior Pond has been almost completely isolated, but with the new park development this isolation will be lost. There are few things that could add more to the attractiveness of the river than an abundance of wild life that is tame enough to be observed.

Beautifying the River. In this area, with its vast population, the river should be almost continuously parked on one or both sides from source to mouth so that the public would always have access to it. The three parks now on the river are overcrowded, especially on week-ends all through the summer months. Yet the facilities in these parks are in a very undeveloped state, and many factors indicate an increased demand. Among these factors may be mentioned the new youth movement, the hostel, the trailer and the thirty or forty hour week.

The Ann Arbor Garden Club has made a good beginning at the beautification of the river itself by planting a water garden of several different varieties and colors of water lilies in a lagoon above Ann Arbor, and by the proposed planting of Egyptian and American lotus in the spring. There are a number of places on the upper river where such plantings would draw sightseers for miles around.

There are from ten to fifteen islands in the river and about an equal number of areas lying between the railroad and the river which offer an opportunity for reforestation or ornamental planting and the development of camp sites, if an increased use of the river should warrant it.

Along the banks there are many clumps of flowering hawthorn and red bud that are great bouquets in the spring, and there are golden rod, joe pie weed and water lilies that are gorgeous in the autumn. Along some of the ponds there are weeping willows that are very appealing, and on others there are pleasing vistas closed by lombardies. The Edison and Ford Companies have set us a good example in landscaping of their power house sites, and it would be easy to suggest ways by which the shores should be made more beautiful if the riparian owners would cooperate. There can be little doubt that the value of shore sites is in pretty direct proportion to the attractiveness of the body of water.

A Circular Parkway. The seventh objective is a circular parkway covering the valleys of the Huron and the Clinton. This would make the valley both more beautiful and more accessible to the vast population of the area. Judging from what has happened elsewhere, the increase in the value of adjacent property will be greater than the expense.

Publication of a Guide and Plan of the Valley. This involves a booklet of about a hundred pages, with three maps, three auto tours, a canoe trip the length of the river, a plan for a valley parkway, some twenty special studies of valley problems, and many pictures. We believe this guide will make the valley more interesting to the people who live in it, that it will bring visitors and settlers and increase the value of property.

The plan for the improvement of the valley can not be realized at once. The talks made here today will soon be forgotten, but if the ideals brought out are put into a permanent form so that the young people will grow up with them they are very likely to be realized. Their publication is necessary to secure the cooperation of the state and the counties concerned, and it is not unlikely that some of the land needed will be contributed by public spirited citizens as has already happened at Ann Arbor.

A Modern Water Code. The ninth objective, which really includes nearly all of the others, is the securing of a modern code to care for the waters of the state. There have been a number of studies of water resources made by presidential and state commissions during the last two years. While they differ widely, nearly all point out that our water laws are not adjusted to present conditions and do not meet present problems. They are built mostly on navigation and power, but there is not a navigable river, in the commercial sense, in Michigan, and their significance for power has largely gone.

The present law is in the horse and buggy stage. It speaks of a river as navigable if it were used for floating logs in pioneer days. But floating logs have little to do with navigation, and pioneer days are a poor index of the present state

of Michigan's rivers. The law makes no mention of recreation except fishing, although recreation represents at least nine-tenths of the use of all of the waters, and for many people, if summer residents are included, the only use. There is little provision in the present law for constructive improvement of our streams and lakes.

In the State of Michigan there is quite as much ground for a Department of Waters as there is for a Department of Agriculture. These waters, which represent practically the entire resorting and tourist trade, yield a far larger return than does agriculture. Their problems are quite as varied and difficult. The majority of our river problems would be comparatively simple if there were someone in charge with the requisite machinery to do the work. To attempt to revise or modify the present law is like building an addition to a house that is already falling to pieces. The problem, which exists not only for Michigan but for every state, is that of adjusting recreational facilities to a great new leisure with its youth movements, hostels, trailers and love of the out of doors.

The most satisfactory way to meet this problem, I believe, would be to create a Department of Waters in the state government; but the easiest way would be to enlarge the Department of Conservation to cover these new duties. In that case we must have a new definition of public rights in regard to our waters, and the addition to the department of a division of engineers to have the same control over state waters that army engineers exercise over Federal waters.

A Valley Authority. The tenth objective is the organization of some sort of regional cooperation or valley authority. Every river valley is a natural unit as opposed to a county, which is an artificial unit. Every valley has its own essential values that need to be conserved but which will not conserve themselves. Such a valley authority is found in the Tennessee Valley, and in many of the valleys of Europe.

The Huron is normally clear with attractive shores, a naturally beautiful river. It has no great industries like pulp or sugar mills throwing their wastes into the stream. Most of the improvements suggested are comparatively inexpensive. We have a great gift in this beautiful river lying adjacent to more than two millions of people, and in what it has to offer.

The following resolutions were passed by the Conference:

The Huron River Valley, because of its geographic location and the variety and extent of its resources, offers exceptional opportunities for development for the use and enjoyment of a large urban and rural population and as a demonstration of the potentialities of small river systems elsewhere in Michigan and in other parts of the country. Such development calls for the formulation of a comprehensive plan for the full and coordinated use of the water, forest, wild life, scenic, and other recreational facilities of the valley, including the construction of a parkway and the publication of a valley guide, and would be facilitated by the adoption by the state of a modern water code.

As definite steps toward the adoption and execution of a program of this sort, the conference goes on record as favoring the following action:

1. That the Commission on Highways and Park Trustees in each of the counties, the State Highway Commissioner, and the mayors of the municipalities involved, be asked to improve so far as possible the sections of the valley within their jurisdiction, and to cooperate with each other in providing a loop parkway through the Huron and Clinton valleys.

2. That the State Department of Conservation be asked to cooperate in making the

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A Recreation Project in Jersey City

In its vast new stadium Jersey City claims the greatest of New Jersey's WPA projects

LARGEST of all recreation projects in New Jersey, and one of the largest in the entire nation, is Roosevelt Stadium located at Jersey City. This immense structure, costing approximately $3,000,000, embodies all the latest improvements in stadium engineering. Its plans were based upon the best points included in other great stadiums of the country. Its construction provided employment for more than 2,400 relief workers whose wages were paid by the Works Progress Administration. As part of the city's physical facilities for recreation, the stadium will be of substantial assistance in providing wholesome recreation for its youths.

Roosevelt Stadium is located on the site of the old Jersey City Airport at Droyer's Point and overlooks Newark Bay. By means of hydraulic fill, begun in 1925, the 60-acre site provides an ideal foundation of sand and clay, affording the best possible drainage. Covering an area of eight and one-half acres, the stadium rests solidly on 1,600 tapered, reinforced concrete piles, 55 feet long, with a top diameter of 14 inches. In testing the piles, the required weight of 30 tons were placed on them and the weight increased by degrees at daily intervals until they were bearing a load of 70 tons. During all this time, the piles sank but an eighth of an inch.

The Grandstand

The half-oval grandstand building is 60 feet high with a diameter of 500 feet and a depth of 250. Seats are arranged in two tiers, extending across the bowl and to a depth of 70 feet. The first tier, which will hold 13,000, has a foundation of reinforced concrete. The second, containing 10,000 seats, has a steel foundation.

Because of specially designed truss work and supporting girders, a clear view of the entire playing field is assured from every seat in the covered grandstand. The slender columns, five in number, afford maximum seating capacity. Two bleacher sections curve along the left and right field lines with a combined seating capacity of 18,000 or a total of 41,000 for the entire stadium.

The brick perimeter wall, connecting the left and right field bleacher stands, is 18 feet high and 20 inches thick. If it becomes necessary to enlarge the seating capacity, this wall is constructed to carry the burden of three bleacher sections. These sections will bring the total seating capacity to 75,000, while for boxing shows or other affairs where temporary seats may be placed on the field, the total capacity will be well over 100,000.

Facilities for the press are found on top of the grandstand, directly behind the home plate. The press box, 30 feet long, is constructed of a wooden frame covered with copper. It will accommodate 25 persons. Besides the usual telegraph and telephone connections, there is a booth at one end for radio broadcasting.

On the second floor of the grandstand is the concourse. Off it is a series of rooms utilized for lockers, storerooms, men's and women's rooms, boiler room, emergency lighting, equipment for telephone system, workshop and phone booths.

Other Facilities

Dimensions of the stadium are 800 x 650 feet. The baseball field is laid out so that left and right field walls are 330 feet removed from home plate. An inner fence incloses the outfield, the center field pole being 411 feet away. Without the fence, it would be impossible for a batter to score a home run, as the outer wall is far beyond the range of even the mightiest batters of the present day.

A quarter-mile running track, with 220-yard straightaway, circles the baseball field while such games as soccer and football may be played on the regular turf.

Drainage and Sprinkling

The drainage system and construction of the field is an interesting story in itself. The field was excavated to 12 inches below sub-grade. Crushed rock trenches for the four main drains which run the length of the field, and smaller intersecting lines, were laid in addition to the base for the storm drain which circles the field and ranges in diameter from 6 to 24 inches. There are two outlets from this drain into Newark Bay.

The sprinkling system for the field is a feature enjoyed by no other baseball park in the country

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You Asked for It!

Question: I am supervisor of clubs and other group activities at our community center. When a staff worker says to me, "I'm disgusted. My group just isn't getting anywhere," or a volunteer leader announces, "I'm quitting; leading that club is a waste of my time and theirs"—what can I do to help these leaders analyze their situations before they throw up their hands and leave?

Answer: It seems to me there are two approaches a supervisor may make to a leader who confronts him with this problem. Before discussing these, however, let's eliminate from discussion those groups that literally have been dragged into an organization by their necks to participate in some type of activity that is a special whim of some worker. These groups are artificial, and are kept alive only by some sort of a hypodermic injection, such as an inducement of refreshments every time they get together, or the promise of an outing, or some other false stimulus. They have no reason for being, and we'll have to admit, with their leaders, that they are getting nowhere. This leaves for our discussion then, only those groups that have come together naturally because of some shared interest, and, consequently, under proper leadership ought to be able to gain some definite values from a group experience.

The first approach, and the simpler one, is to those leaders who surprise a supervisor when they announce that they're not accomplishing anything with their group. The element of surprise lies in the fact that the supervisor has noted definite individual growth among the members of the group from the time they began their group experience. His approach to this leader is to attempt to discover the leader's idea of group success. Very often he asks, "What is your idea of a successful group?" Or, "Where do you expect your group to arrive in order to prove they are gaining from their group experience?" Too many times, a leader's answers to these questions indicate that to him a group is successful only when it is constantly having parties, picnics, putting on plays, turning out successful athletic teams, winning trophies, building up an enormous membership, turning out a newspaper, etc. To him success is marked by statistics which will permit him to say at the end of a season, "My group had fourteen parties, three picnics, published ten newspapers, won a basketball championship, or more than doubled its membership." To him success is mere surface accomplishment which will impress masses. I do not aim to discount activities which a group might carry out. There is real value in activities when they are helping to develop social beings who can think for themselves, make sound evaluations, speak for themselves, and realize that there is soundness to the democratic process when it is truly democratic. These are the things that will mark advancement, accomplishment and success for a group rather than the actual activities. Consequently, the approach to this leader is to give him a better understanding of the intangible values that his group should be gaining from their experiences, for these are the criteria by which he should decide his group's accomplishments.

What are some of these intangible values? If a "bully" who is a member of a group learns that the end result through cooperating with others is much more worth while than what he gains through having others fear him, something of value has been gained. If a shy boy or girl loses timidity, that is accomplishment. If a group of adolescents gets up enough courage to have a first party with members of the opposite sex, and carries through this party with real respect for each other, that is worth while. When a group learns to respect the student or craftsman or artist or musician among its number, as well as the athletic hero, that is attainment. A desire for increased knowledge of civic affairs, an indication of growth of vision through wanting to be of service to a center, a neighborhood, a community; a more sympathetic understanding of a cultural lag between boys and girls of this generation and their parents of an older generation and often of a different culture; an indication of ambition, a desire to get ahead, and an asking for guidance — all these things, and many more of the same nature, are examples of values by which a leader may judge whether his group is getting anywhere. These intangible things which do not stand out

The important question regarding leadership which has been raised is answered by Sidney J. Lindenberg, Director, Boys' and Men's Work, Neighborhood Center, Philadelphia. Mr. Lindenberg is the author of a number of articles which have appeared in RECREATION.

as actual group activities are marks of success. A leader who gains this understanding of accomplishment through group experience will soon realize that activities are merely a means to an end rather than an end in themselves. It may be said, then, that the approach to the leader who is getting somewhere with his club or class but doesn't realize it, is to help him to a clearer understanding of what he is trying to do.

But now we come to a more difficult problem—that of the leader with whom a supervisor is in complete accord when he says that his group is getting nowhere! True enough, there are instances, and many of them, when the trouble lies within the group. Far more often, however, the trouble lies within the leader. Consequently, the approach to this leader is not, "What's the matter with your group?" but "What's the matter with *you*?" This situation demands skill, tact, and understanding for a supervisor must get this leader to a point where he will analyze his own qualities, recognize his faults and show a willingness to do something about them. Here the supervisor must realize that the leader himself has to reach a stage of personal development where he will not rationalize his mistakes, but will admit them, and try to correct them. No supervisor can work out a leader's problems for him. He must get the leader to the point of working them out for himself.

Here are some examples of underlying causes of failure with individuals, as well as groups, which have come to light when leaders had analyzed their own methods, and which I feel can be corrected only through the approach mentioned.

There are those leaders who say to a supervisor, "I've had my group for several months. I've suggested all kinds of things to them. I told them they ought to have a party, but they didn't agree. I've asked them to turn in material for a club journal, but only one boy brought anything. I spent twenty minutes each meeting for two months telling them about current events, but they never even asked a question." This type of leader goes on at great length telling about what he has tried to make the boys do, but without success. He is the type of immature individual who tries to force his will upon others. He has never learned that leaders in group work should not be dictators. His supervisor recognizes his trouble, but a mere explanation to this leader will not make him feel the supervisor is right, and so change him overnight. This leader must reach the point where he can see for himself wherein he is at fault, honestly believe that he is at fault, and then work through his difficulty in his own way, rather than according to a pattern which the supervisor sets up.

Only in this way can the supervisor help the leader who is handling young adults or adolescents as if they were children. This is the leader who gets great fun out of teasing the boy who is trying to make an impression on certain girls, or the girl who wants to please certain boys. He attempts to mete out punishments on certain offenders against discipline that are practically "spankings," instead of talking things out privately on the basis of an adult talking to a grown-up or soon-to-be adult. He criticizes harshly. He threatens disaster. He runs to parents. In other words, he treats a grown-up much as teacher would handle a child.

Still another common abuse practiced by many leaders in which the supervisor must use the technique of having the leader meet his own shortcomings, is the situation presented by the leader who sincerely believes he is being part of his group and working jointly with them in everything, but who is working against them, in actuality, to the best of his ability and powers of argumentation. The group would like to do certain types of crafts, but the leader has no capabilities along these lines, and is not willing to admit it. He argues that those boys who want to do crafts ought not to use club time, but ought to do their work on the outside; or that it would be too big a drain on the club treasury. The group would like to hike, but he doesn't like to hike, so he argues, and, of course, the boys don't hike. This is the leader who usually carries around all sorts of bibliographies on all kinds of subjects, but never gets past the title of some book on his list. He is the leader who will not call in outsiders to help the boys do things in which they are interested, because he never will take the trouble to find out if he can get such persons to come in. Certainly no supervisor could change this person by merely explaining that he is not using proper methods and ought to change them. Before any change can take place, this leader must begin to doubt his methods, then really doubt them, then admit his faults, and finally work his own way through to some solution.

Another type of leader who gets nowhere is the one who takes up more than half of a group's time talking. He feels it necessary to talk after each club member has spoken, either answering

(Continued on page 398)

WORLD AT PLAY

From Court House to Club Center

THE ninety-five year old court house of Van Buren County at Paw Paw, Michigan, which has been in shabby retirement over thirty years, is now housing the Paw Paw Athletic Club. The village fathers, approached by a representative of the Kiwanis Club were willing to lease the property to the club for a dollar a year. The Kiwanis Club appropriated $200 and the Athletic Club members, limited to individuals between seventeen and thirty-five years of age, raised an additional $100. The village gave lighting fixtures and donated the labor of village employees. Electricians donated their services to install electric light and village donations provided books, magazines, a phonograph, piano, radio and games. Today the court house is equipped with three ping pong tables, a game room and a reading room. A new hardwood floor on the second floor, the work on which was done largely by club members, provides an excellent dance floor, a space for handball and volley ball courts, shuffleboard and a small basketball court. The club is open daily from 3:00 P. M. to midnight, and on Saturdays and Sundays from noon until midnight. It has 100 active members who pay dues of $2.00 a year and 75 associate members, business men interested in the project, who pay $1.00 a year.

In Commemoration of the Coronation

THE Coronation Planning Committee of Great Britain has initiated a nation-wide movement "for the beautification of our country and the improvement of its amenities, in commemoration of the Coronation." To achieve this purpose the committee will seek to unite in a common effort all the societies and experts best qualified to assist, and will publish a series of pamphlets dealing with the various aspects of planning and planting.

In the Children's Traffic Court

UNIQUE among educational measures designed to promote safety is the traffic court of the Junior Safety Council of Hamtramck, Michigan, where no child of school age has been killed in over five years. The court system, which operates through the cooperation of the Police Department and the school authorities, has twelve jurisdictions, one for each of the twelve public and parochial schools, and twelve judges with assistants, all of them public school pupils and members of the Junior Safety Council. Jaywalking, disobedience, hitching on motor vehicles and reckless walking are offenses for which written summonses are issued on complaint made by patrol members. At the next weekly session of the court the offender faces his accuser, court attendants, witnesses and His Honor, the judge, in a court room crowded with youthful spectators. When the case has been heard the judge, after a heart-to-heart talk, passes sentence. In most instances the penalty takes the form of an added duty or the temporary withdrawal of a privilege. The most serious penalty is for a boy or girl to be temporarily barred from the schools' recreation grounds.

Five o'Clock Tea Gives Way to Golf

THE "five o'clock golf" movement promoted by the Cincinnati, Ohio, Public Recreation Commission bids fair to become more popular than five o'clock tea with many residents! The reduced prices for play after five o'clock at Avon Fields has led to a 50 per cent increase in play at that time of the day. The Commission reports a 300 per cent increase in tennis facilities since 1932 when there were only thirty courts.

Some Stars of Tomorrow

"A success in every sense of the word" was the general opinion of the more than 2,000 St. Paulites who attended the début of the city's playground junior symphony orchestra directed by Frank Zdarsky, musical director for radio station WTCN and well known in the Northwest for his achievements in the symphonic field. The group is composed of sixty-five boys and girls from ten to sixteen years of age. Orchestral music played at the début was interspersed with dancing and marching in the beautiful setting representing a royal court. One feature of the performance was a twelve piece Russian string orches-

tra which played native folk songs. The production was arranged by Mrs. Lorayne Palarine, director of music for the Playgrounds Department, assisted by two staff workers. The orchestra is an outgrowth of the playgrounds' Artists Club whose program of radio broadcasts aroused much interest.

Pittsburgh's Mammoth Swimming Pool — With the opening of the North Park pool, Pittsburgh district residents will enjoy one of the country's largest swimming pools. The pool, which accommodates 10,000 bathers, was formally dedicated on July 5th. It was built jointly by Allegheny County and the PWA.

A School Athletic Field in a Small Community—One of the most modernly equipped athletic fields in New York State has been constructed by WPA in the town of Newstead. The school is situated almost in the heart of the village of Akron. The athletic field provides recreation facilities not only for Akron pupils but for children residing in five other small hamlets. More than 1,100 pupils, including 350 Indian boys and girls from the near-by Tonawanda reservation, attend the school. The athletic field project is costing in the neighborhood of $16,500, of which the federal government contributed approximately $12,000. So striking is the field with its magnificent shrubbery and foliage that it resembles more the private recreational ground of a large estate than the playground of the ordinary public school. The land occupied by the school and athletic field covers 17 acres. A regulation football field with concrete bleachers, a regulation baseball diamond with bleachers, tennis courts, basketball courts, and a fenced off section containing equipment for gymnastics for the younger pupils are included. Behind the two fields is a two acre park.

New Legislation in New Jersey — The state legislature of New Jersey at its recent session passed a law placing the supervision of all swimming pools and inland bathing areas under the jurisdiction of the State Board of Health.

A Hiking Club — The St. Paul Municipal Hiking Club has a paid membership of sixty-eight men and women. The program consists of an average of three hikes a week, the Tuesday evening hikes averaging three and half miles, the Saturday afternoon hikes, five miles and the Sunday afternoon hike, six miles. In other words, three hikes a week or fourteen and a half miles; twelve hikes a month or fifty-eight miles of walking are offered to members. Of course the same people do not hike every time, but a good hiker averages five hikes, or approximately twenty-five miles a month.

Two or three hiking dates a month are given over to special activities such as sleigh rides, dancing, swimming, skating, tobogganing and card parties in season. In addition to offering congenial fellowship at reasonable cost for those who turn to the out-of-doors for healthful and pleasurable recreation, the club adds to the educational background of the individual, for the hikes are planned for their civic and educational interest as well as for their scenic beauty. The club also offers an opportunity for "belonging" to persons who haven't the time, money, or perhaps the inclination, to join other social or fraternal organizations.

Budget Increases—For the coming year the Recreation Department of San Francisco, California, will have an increase in its budget through the increase in the millage from 7 to 7½ mills for recreation purposes. Jacksonville, Florida, will have $40,000 more for public recreation as the result of the referendum vote increasing the local recreation levy.

Camps for Citizenship — Under the Works Progress Administration of West Virginia, underprivileged, abandoned and delinquent children are given the opportunity for camp life in camps operated by the State Welfare Department in cooperation with WPA. After a period in camp the welfare agencies find desirable permanent homes for these children. Through three centers young girls from poor families are given training in the art of housekeeping and are aided in finding private employment. One hundred girls from poor families in the coal fields are receiving training in civic leadership, household arts and character building at a camp school conducted by the NYA.

Developments in Cedar Rapids, Iowa—The Cedar Rapids Playground Commission last summer continued its program of children's gardens. A special worker was employed for four months to supervise the gardens at ten locations in the city. At the end of the season the children who had taken part in the activity throughout the en

re summer were entertained at an outing. The ommission cooperated with the Community louse in conducting a day camp one day each eek at a farm five miles from the city. Trans-ortation was provided by the Commission and ie Community House furnished part of the ıncheon. The cost was approximately one dollar piece for each child.

Bicycle Trips in Akron — During 1936 the)epartment of Recreation of Akron, Ohio, spon-ored three bicycle trips. Boys and girls and dults with their bicycles and lunches were taken n a train to destinations outside the city. They ode back to Akron through the country making ıort stops for luncheon and rest. As a safety recaution all state roads were patrolled by state olice.

High School Pools Opened in Chicago —)uring July and August the Board of Education f Chicago, Illinois, made available for the free se of young people from ten to eighteen years f age, the swimming pools of nineteen high chools. The Board paid the expense of providing ree soap and towels and the tempering of the ater, and furnished the services of a physical ducation teacher at each school to have charge of ctivities between 12:00 and 4:00 P. M. This was ie first time the Chicago schools have been open-d for such use since the community centers were osed a number of years ago. The Committee of ie Recreation Commission on the Wider Use of ie School Plant, Lea D. Taylor of the Chicago ommons, chairman, is working to promote fur-ier recreational activities by the Board of Edu-ation.

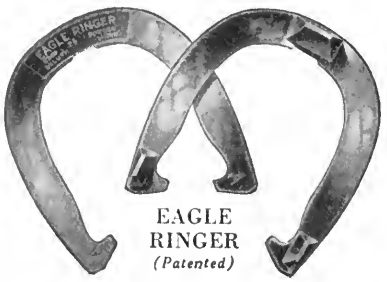
The "Neversink News"—Playground papers nd magazines are flourishing everywhere. Re-ntly the *Neversink News,* which is issued by the aygrounds of Reading, Pennsylvania, made its ppearance. It is a single mimeographed sheet hich is sold at one cent. It announces coming vents, such as breakfast hikes, paddle tennis tour-aments, play nights, folk dancing events and ory-telling contests. A particularly novel event dvertised was a floating party. Participants were ged to bring corks, peanut shells or anything at will float. From these boats, fish and swans ere made and all kinds of races held.

Do your playgrounds have a paper?

Elizabeth Dedicates Brophy Field—On July 1st the Recreation Commission of Elizabeth, New Jersey, dedicated Brophy Field, a play area named in honor of Mayor Brophy who has done much to promote the local recreation movement. The area, approximately five acres in size, is located in a section in which the predominating nationalities are Portugese and Italian. The field contains a shelter house of colonial architecture with a large center room and fireplace for all-year use. There are lavatories, a storeroom, and an office for the director. The shelter house was a WPA project toward which the city contributed $3,200.

On the area are two excellent green colored, cold top tennis courts and two handball courts. The backstops for the tennis courts are stripped cedar poles instead of galvanized iron pipe. Other facilities are regulation horseshoe courts, an exceptionally large softball diamond, and a children's playground.

Recreation Through WPA — A report from the Works Progress Administration at Washington states that this summer millions of people found relief from the summer heat in swimming



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pools, parks, playgrounds and other recreational facilities provided by project workers of the WPA through public improvement representing nearly $500,000,000, with the cooperation of local governmental agencies. According to Administrator Harry Hopkins, more than 11,000 individual recreational projects have been launched. In carrying out this construction employment has been provided for more than 200,000 needy persons. The report lists 348 swimming pools, 81 bathing beaches, 3,305 playgrounds and athletic fields, 3,594 parks, 2,301 social and recreational buildings, and 1,515 other recreational facilities.

A Boys' Club in Wilkes-Barre — Under the auspices of the Playground and Recreation Association of Wyoming Valley and at the suggestion of Mayor Loveland of Wilkes-Barre, Pennsylvania, in January 1937 the Anchor Boys' Club was organized. There are seventy-five boys in the club and their headquarters is a garage in a congested area. The WPA of Luzerne County supplies the services of a director, a boxing instructor and a carpenter. The club is issuing a paper named *The Lighthouse* and here the doings of the club are recorded.

Water Polo in Portland—Water polo teams were a new addition to the swimming tank activities conducted last summer under the auspices of the Portland, Oregon, Bureau of Parks. Several of the pools organized teams and held a tournament. The opening three weeks of the swimming pools were devoted to a learn-to-swim campaign conducted by all seven of the city's free tanks. An average of 1,000 persons each day received instruction under the leadership of the Bureau of Parks.

All-Playground Days in Portland — Last summer a number of all-playground days were held in Portland, Oregon. First came the girls' folk festival, followed by the boys' sports carnival taking the form of a junior Olympics. There was a girls' sports day at which play-offs in handball, volley ball and softball took place. Other popular events were a "swimathon" for winners in the local tank meets for city championships and a playground circus put on by the boys.

Happenings on the Portland Playgrounds—Softball led last summer in the number of participants in playground activities in Portland, Oregon, with ninety men's teams, ninety-nine junior and boys' teams, and nine women's and ten girls' teams. Three fields were lighted for night play. Tennis, too, is a popular activity and last summer a tennis league was organized with players entered from all playgrounds. The city has fifty-seven tennis courts, sixteen of which are lighted.

In the handcraft classes for boys many games were made during the season for home and playground use. Table games led in popularity. The girls' and women's classes made carved plaster of Paris plaques and trays of ply wood, painted and finished with rope or reed.

The "Architectural Record" Promotes Recreation—"Building Types" is the title of a reprint from the *Architectural Record* which is focused on community recreation. The editors have taken from various issues of the *Record* material having to do with recreation and brought it together in a pamphlet for free distribution to selected individuals interested in recreation. There are articles on "Planning for Recreation," by George D. Butler; "The Architecture of Leisure," by Oscar Fisher; "Requirements for Communi-

ties"; "Demonstration Parks in the Tennessee Valley," by Earle S. Draper; "Sports-Plans and Equipment" (Working Drawings); "Surfacing Play Areas"; "Floodlighting for Sports," and "Leisure Demands More Recreational Facilities," by L. Seth Schnitman. There is also a bibliography on Leisure and Its Significance. This practical publication has been issued by the F. W. Dodge Corporation, New York City.

Picnics for Detroit Children—Last summer the Kiwanis Clubs of Detroit, Michigan, in cooperation with the Department of Recreation, continued their program of picnics for the underprivileged children. All the Kiwanis Clubs of the city contributed to this day picnic fund which meets the expenses of busses to transport the children four days a week to and from Belle Isle Park, of luncheons and other items. The Recreation Department assigned one of its regular staff members and two WPA recreation leaders to take charge of the event. The children are all taken from the poorer sections of the city and their names are suggested by the Department of Public Welfare and other relief agencies.

The picnickers assemble at 8:45 A. M., are taken to Belle Isle Park and return to the meeting stations at 4:30 P. M. During the day they enjoy a program of games, swimming and activities of various kinds.

Dancing in Peoria Parks—Free dancing was provided last summer one evening a week in one of the parks of Peoria, Illinois. Through this method dances were held in each park two or three times during the summer. Canvas was spread on the ground for dancing at parks where pavilions were not available.

Disused Churchyards As Playgrounds—The July 1937 issue of *Playing Fields,* the organ of the National Playing Fields Association of Great Britain, reports that the Chancellor of London, sitting in the London Consistory Court, has allowed an application of the London County Council and the Rector and Church wardens of the Parish of St. Dunstan's, Stepney, to fence off and utilize part of the disused churchyard attached to the church for use as a children's playground and gymnasium. "In congested areas," states the article telling of the action, "the long disused burial grounds might often with advantage be laid out as Open Spaces; in London proper in view of the

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Chancellor's decision they may now also be utilized as sites for children's play centers for which there is an insistent demand in order to keep the children relatively safe from the increasing perils of the roads. Nowadays public opinion is not likely to be outraged by the conversion of what are often the untidy and neglected sites of former cemeteries into spaces intended to bring into the drab lives of the little children some measure of innocent enjoyment."

Developing High School Grounds — Fifteen acres of ground surrounding the high school now under construction for the Madeira School District at Madeira, Ohio, are being landscaped as a recreational park for educational and recreational activities. One of the principal features of the plan is an outdoor theater on a naturally wooded hillside where the audience will be separated from the stage by a moat created through a series of check dams. Trails and bridges will be laid throughout the grounds and an artificial pond for ice skating will be constructed. A botanical garden, nature trail and arboretum will provide opportunity for botany classes to study plants in their natural habitat. Included in the plans are also a baseball diamond, tennis courts, handball courts, a quarter-mile cinder track and picnic areas with shelter houses and fireplaces. — From *The Nation's Schools.*

Tree Planting — The March issue of *Our Parks,* published by the Union County, New Jersey, Park Commission, urges the planting of a memorial tree or a grove of trees as a fitting way of participating in the sesquicentennial observance of the adoption of the Constitution of the United States. In 1932, thirty Union County organizations participated in the first community tree planting in the United States during the George Washington bicentennial celebration by planting a grove of oak trees in Warinanco Park.

Recreation in Nebraska—A bill has been introduced in the Nebraska legislature which would allow communities, by a referendum vote, a levy up to a quarter of a mill for a public recreation fund to be spent by a joint committee from the city government and the Board of Education.

A National Folk Festival—The rich heritage of America was seen and heard at Orchestra Hall, Chicago, when from May 22-28 hundreds of groups and thousands of individuals took part in the Fourth Annual National Folk Festival held under the auspices of the Adult Education Council. Dr. Phillip L. Seman, General Director of the Jewish People's Institute, was chairman of the Citizens' Committee and Sarah Gertrude Knott was director. The program included the presentation of folk music, folk plays, folk dances, legends and superstitions. Ballads, folk songs, sea chanteys, river songs, Indian songs, spirituals, performances on instruments of all kinds and instrumental presentations by groups were heard every day during this unique program. There were exhibits of the distinctly American arts and crafts still being made in numerous parts of the United States. Weaving, sewing and other folk arts and crafts were demonstrated.

Recreation and the Social Integration of the Individual

(Continued from page 342)

For the law only a beginning has been made—but even here there is increasing interest in the delinquent rather than the delinquency — in the criminal rather than the crime.

This evidence of an emerging interest in what

the whole social structure means to and does to the individual appears at every hand. If we move toward an individual-centered culture it will be but slowly. I discuss its possibility this evening because for me it holds the only hope that recreation and social integration can develop together.

One more word as to an individual-centered culture. It is not a culture of chaos and anarchy. The children of the fifth grade in school may be just as regimented as they ever were in the most properly traditional of any school of the past. My point is that if this is to be true, it will be because this has been found to be what the personality at that time needs to experience—not because the school needs to have quiet and well-behaved pupils. We may go back to as orthodox a set of beliefs as we have ever had, but unless I am very much mistaken this will be because the individual must have that sort of experience—it will not be because that is what God needs but because that is what people need.

Recreation and Social Integration

Now I think that I am ready to try to bring together recreation and social integration. Society will make an effort to develop integration. It has always done so—and necessarily, because people need to have this scale upon which they can measure all that they are and do. Indeed I feel very sure that much of what you see in Germany, Italy and Russia is this panicky rush to the safety of a highly integrated culture. In a state-centered culture there is a sort of common coin of meaning just as in trade you have a universal measure of value in gold or silver or other coin.

Now it lies very much in your hands—and in the hands of a very few other groups such as yours—as to whether the social integration towards which America moves will be on the basis of the individual's needs and growth, or on the basis of the strength of some social institution.

Choose which you wish:—

You can develop the attitudes of people or set down upon them ever more highly polished techniques. The latter is more inviting because it involves organization and the structure of an institution. In the former, however, lies the only lasting sort of individual development.

You can give to people something of the richness that comes in doing things or you can sell your program to society in the form of "results." Society will pay you well for results because it is of this stuff that it builds its own integrations.

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You can develop the rhythms of persons or you can follow the path of history towards disintegrating people through imposing rhythms upon them. Once more the invitation—and indeed the imperious call—of those in power, of those who employ you, is that of imposing rhythms. Social integration around any other core of meaning than that of an individual-centered core I am quite sure is not lasting, but it rings of those things which those in power want and need.

You can build your organizations and set up your games and activities so that here again America can escape into reality. The other side of the picture is difficult and has in it only long hard work and little reward. You do not stand at a crossroads, your choice here is not one just for 1937. The struggle against social integration, the struggle against results, the struggle against measuring everything by what we make rather than by what we are—this is a struggle of the next 10 and 20 and 30 years.

To give up this side — to choose as America would want you to choose — to build ever more magnificent programs of recreation — all of this will bring you rewards in the coin of the realm and bring these rewards plentifully because one of the great fads and cries today is for "recreation." But it will be, just the same, selling your birthright for a mess of pottage.

For a Hallowe'en Carnival

(Continued from page 344)

3. **Feed the Cat.** Cut a hole in a large carton to make the mouth of a cat, and with crayon paint or paper fix the box up to resemble a cat's head. Toss bean bags from a distance.

Edward E. Loomis

In 1916 Edward E. Loomis first became a director of the National Recreation Association. Mr. Loomis came into the work at the request of his personal friend, Henry P. Davison, then Vice-President of the Association.

From that time on Mr. Loomis placed his knowledge of investments, his knowledge of men, his experience in public affairs at the disposal of the Association and was generous in his use of time for the society. For many years he served as a member of the Investment Committee. He was courageous and outspoken, loyal and always ready to give his best thought to the problems of the movement he had agreed to serve. In the passing of Mr. Loomis the Association has lost a devoted friend.

---

4. **Witch Hunting.** Dress up ten pins or soda bottles to resemble witches. Toss rubber jar rings at them. A "ringer" is a caught witch.

5. **Pumpkin Snap.** On a table chalk out a scoreboard like that of a shuffleboard court. With the thumb and forefinger snap discs (checker size) cut from a broom handle and painted orange, at the scoreboard.

6. **Casting Spells.** Throw suction darts at a board decorated with various fortunes. Each fortune may be numbered and keyed out on a card; the better the fortune, the higher the number. Let each cast his own spell for himself.

7. **Pumpkin Bounce.** Bounce a jack ball into a muffin tin set tilted up a little and braced with books against the wall. There is a numbered orange pumpkin in the bottom of each pocket. Let each person bounce three balls.

"Love Potion"

A love potion is sold at the refreshment booth where, for a special gold piece of money, a "vial" of punch or coffee may be had. Perhaps the wedding ring (doughnut) goes with it, perhaps not, depending on the treasury.

The Witching Hour

When the time arrives for the party to come to an end, someone crows like a cock, as loudly as he can, and all the "concessionaires" start up a mournful howling and close up shop, for all good ghosts and Hallowe'en spirits must fly when dawn comes and the cock crows.

Bibliography

Fun for Hallowe'en .....$ .25
Contains a party, ghost story and two skits.
Hallowe'en Gambols by Marion Holbrook.....$ .10
A short play in which Mephistopheles, ghosts, goblins, Jack o'Lanterns and witches order an International Dance Festival for their entertainment.
We Celebrate Hallowe'en .....$ .25
A party in the September, 1936, issue of RECREATION.
Progressive Games .....$ .25
Games for Progressive Parties.
Parties for Special Days of the Year, by Ethel Bowers,
One of the parties outlined is for Hallowe'en.....$ .50
NOTE: All the material listed may be secured from the National Recreation Association.

Time to Kill

(Continued from page 348)

gist and politician to get together and distribute our work and leisure equitably, and supply our workers with a greater measure of security and better wages, we should begin to think and plan for the leisure which will be ours tomorrow. Leisure is the best part of life. Our workers who are now becoming the recipients of its bounties need communal guidance. We dare not fail them.

Developing Clubs in Community Centers

(Continued from page 355)

prove helpful to the club leader. Any one, or a combination of a number of them used as a weekly highlight should prove interesting and challenging. This is only suggestive.

Puzzles and Problems. A crossword or jig saw puzzle will often occupy several boys on this project. Magic and tricks are also fascinating to boys. There are stores supplying this material.

Quiet Games played around a table.

Talks by

a. Club leader, member, or an outsider, on travel, sights seen during vacation, etc.

b. Specialists such as engineers, bankers, policemen, firemen, teachers or lawyers. Allow for plenty of discussion and opportunities for questions. Care must be taken to invite only those people who can cram in plenty of stories, incidents and humor.

c. An athlete or coach to talk on the sport in which he is most interested.

d. Boys, on something interesting seen during the week or found in newspaper articles.

Debates. Subjects generally suggested by the boys and those chosen which are within the range of their understanding and interest. These debates may be held within club or club against club.

Stories. They may be told by the leader or an outsider, but always by someone who knows how to tell a story. A story may be told up to the climax and then each boy allowed to finish it in his own way. The story has been used as the introduction to dramatics. (Story dramatization.) The telling of personal adventure stories is interesting.

Dramatics. Short dramatic sketches and impersonations copied from stunts at camp or from a book, charades, spontaneous and improvised material are suggested.

Songs.

Poetry and Club Newspaper. Original poems and limericks. Some boys are clever in making up original poems about their club, about individual members, or about incidents known to all. Parodies come very easily to many boys. This may be used as part of the music program. All this can be the start of a club publication.

Hobbies, Collections and Exhibits of these for parents. These are sometimes carried on by the entire group in the establishment of a "museum" or "gallery" of pictures or autographs; or they may be pursued by individuals in activities such as stamps or coin collecting.

Stunts. Physical activities are always interesting to boys.

Books.

Small Group Games.

Programs commemorating our national holidays.

Trips to places of interest in the city.

Parties and Socials such as father and son banquets, mother and daughter banquets and parents' night.

Club Rallies where every club has an opportunity to contribute toward the evening's program.

The Square Dance—A Social Recreation Aid

(Continued from page 363)

"Had couple out to the right and circle four."

Head couple lead out to the second couple and walk once around.

"Leave that gent and circle three."

Second gentleman drops out of the circle and stands at his station.

"Leave that lady and circle four."

The second lady drops out and stands at station number three as the head couple join hands with the third couple and circle.

"Leave that gent and circle three."

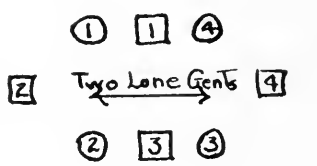
Third gentleman drops out and stands beside the second lady.

"Leave that lady and circle four."

Third lady drops out and stands with partner and second lady at station number three. Third gentleman puts arms about the ladies' waists and they around his.

"Leave that gent and then go home."

Head gentleman takes his own partner and fourth lady to his station, and places arms about their waists as the fourth gentleman stands alone at his position as is the second gentleman. The set looks like this at this point:



"Two lone gents dos a dos."

Two gentlemen without partners pass right shoulders and back home.

"Three's to the center and back."

Three's walk to the center, bow and retreat.

"Three's to the center and cross over."

Three's walk forward and cross over to opposite places passing to the right.

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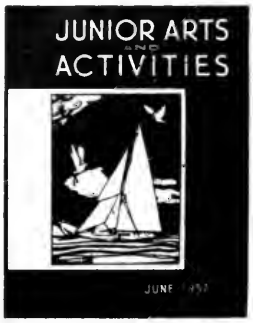

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"Two lone gents dos a dos."

Two lone gentlemen walk forward passing right shoulders and back.

"Three's to the center and back."

Repeat same call as above.

"Three's to the center and cross over."

Repeat same call as above; bring everyone back home.

"Corner left partner right, grand change eight the whole way 'round."

See description of this call under "Andy Gump."

Second, third and fourth couple repeat all calls in their proper order.

Recreation in Mill Villages

(Continued from page 364)

A Girls' Hobby Club was organized, which meets twice a week. With sewing, rug-making, quilting and flower making, all types of handwork and simple crafts are now taught. Music, simple dramatics, elementary drawing and crafts are given children of school age.

The program is only five months old, but through recreation changes and developments have come about in the lives of these young people. No large crowds attend the center, but life has become happier for those who have come under the influence of the program, and its drabness has been greatly relieved.

"It's Thar, Effen You Know How to Git It"

(Continued from page 367)

expense of the scholastic bandsmen who participate in the event.

This is a general summary of the Wheeling area music situation as it now exists—very much "up and doing." Two statements made by Dr. Hollis Dann, eminent music educator and choral authority, in the course of a recent visit to Wheeling are significant. Dr. Dann said: "In my opinion Wheeling district has established better machinery for the development of community music than any other area of which I know in the United States. Musical accomplishments and plans for Wheeling District seem more comprehensive than those of which I have heard in other parts of the country."

Good Times in "Ag Alley"

(Continued from page 368)

to a senior boy in Agriculture, and to a senior girl in Home Economics, the Vivian Award. This award is made for accomplishments in the activities of the college as well as class room work. The students are recognized for their leadership abilities. This, however, is not by any means the whole of the evening's entertainment. There is usually a guest speaker, speaking upon a subject related to Agriculture. Members of the various faculties have a word to say. After the banquet there is an informal dance. However, various forms of mixers are introduced so that no one has a chance to say he couldn't meet others from his college.

The Assembly and Other Programs

Once during the school year there is an Ag Assembly program. The faculty cooperates with the All Ag Council in planning the lecture program which is varied from year to year. This program usually comes in the early evening of a week night.

Besides these prominent affairs planned to help the students get acquainted, the various clubs plan open meetings which they invite others to attend. Often there is a party planned jointly by committees from several clubs. Roller skating parties have recently become a popular method of presenting an evening's entertainment and at the

same time raising money for the organization. This also is often a joint project.

Dramatics have not been neglected in the program, for there is an Ag Dramatics Society which works in cooperation with other organizations, University Grange 1620, in particular. This group presents one-act plays and studies dramatic productions.

For all those interested in writing there is the *Ag Student* magazine which is published once a month and always asking for news hounds. Articles may be submitted any time on any subject related to any type of work being carried on in any department of the College of Agriculture.

Farmer's Week

Farmer's Week is the busiest week of the whole school year for Ag Alley. There are displays to be taken care of by each organization. Besides putting up the displays in the various departments, many groups sponsor lunch stands where visiting farmers can get their lunches. This, however, does not keep the energetic students from finding time to crash the square dances and other entertainment offered the visitors. In fact this is considered the "biggest" week of fun the winter quarter.

At the Portola Recreation Center

(Continued from page 372)

Rules and Regulations. We require very few rules and regulations because of the great range in age of the groups. Smoking is permitted by adults on various occasions, but an effort is made to reduce smoking to a minimum.

We have found it wise to require each club to maintain a checking account. This teaches the members the importance of adequate financing and how to use bank facilities and keep books in which the adviser and the treasurer are co-signers. Each club is held liable for the furnishings in the club rooms to which it is assigned. In this way vandalism is kept at a minimum.

Camps and Outings

For several years the center has opened a camp for the boys and girls of the district. Last year 120 boys and girls were able to spend ten days in the out of doors through the assistance of various organizations, individuals and firms. We were able to keep expenses at $6.00 per camper for the ten-day period. This covered food, lodging, transportation, medical supplies and other expenses.

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provides material for a well-rounded safety program based on seasonal hazards. The colored posters, graded lesson outlines, plays, stories, informational articles, accident facts, patrol news items and other features are prepared by school people who are experts in the field of safety teaching.

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In our camp program we have endeavored to keep to the primitive, giving the boys and girls a chance to use their ingenuity in developing and creating their own entertainment and in helping with the operation of the kitchen.

Many outings and trips to various points of interest are conducted regularly. During the summer a very extensive summer program is organized to care for the needs of the boys and girls who are not able to leave the city.

Neighborhood Contacts

The director is assigned to meet with each of the PTA units in the district, thus keeping the units in contact with the activities of the center.

"Never Too Old to Play"

(Continued from page 375)

women need food for their souls and their brains as well as for their bodies, and that self-expression is vital if the individual is to take his part as a real factor in community life.

The Adult Recreation Project was inaugurated to fill a community need and a human need. In the two years of its existence, it has developed into a well-defined movement surprising even those who were present at its birth and knew the pangs and discouragements of its early existence.

I should like to stress one thing which is of utmost importance to me in all plans and programs for recreation on a community basis—or, for that matter, on any other basis. This is that no effort will ever be made to *make* people enjoy themselves in any program in which I am interested. This may sound superfluous and even ridiculous. But perhaps you have seen children being led to play in some playground like "sheep to the slaughter." The very admonition—"Now children, come and play"—is enough in itself to make the children want to do anything but play.

Of course the first essential of recreation is that it must be spontaneous. People must want to do things and go places. They must have a leaning towards some avocational pursuit. The desire to sing or act or paint, hike or play tennis must be a part of their very beings. It may be a suppressed part, or a latent and unknown part, but it must be there.

The only thing that a program can do is to give the opportunity and provide facilities for carrying out people's own desires. This is what we have been trying to accomplish in the Adult Recreation Project. For this reason it is organized along community lines. For this purpose we have asked local citizens to be responsible for it. We realize that it must grow from the ground up and not be superimposed upon a community by outsiders who think they know what people want to do, or who believe maps, charts, studies and statistics can take the place of the real "trial by error" plan of letting them manage their own play in their own way.

If it were not for the fact that this principle has been stressed in the organization of this program, it would not have met with the success that it has in Boston. The community spirit so obviously shown in all events and contests of the project is not a bi-product or an outgrowth. It is its very foundation.

A Traveling Museum

(Continued from page 376)

ural setting for the specimen to be displayed. All the classes may assemble information about the various specimens and assist in interpreting that information on the changeable grade level cards.

It is believed that the traveling museum will assist in the conservation of many wild birds and animals because it will remove the necessity for each individual science classroom killing specimens for study.

The expense of building the museum is being met by memberships of ten cents each in the Junior Zoological Society.

NOTE: Taken from an article by Hugh S. Davis, Director of Zoological Garden and Conservation, Tulsa Park Department.

A Plan for the Improvement of Hudson Valley

(Continued from page 381)

Huron a model valley through the full development of the plant, animal, scenic and other resources that come within the range of its responsibilities.

3. That the Governor be asked to arrange either through the State Planning Commission or a specially appointed Commission, for the preparation, for consideration by the Legislature, of a water code adapted to modern conditions and designed to assure the best possible use of the water of the state.

4. That the State Planning Commission be asked to recognize the unit development of individual river valleys as an important element in land-use planning, and to cooperate in every way

practicable in the development of the Huron Valley.

5. That the cities of Ypsilanti and Flat Rock be urged to provide sanitary sewage disposal at the earliest possible moment.

6. That the members of the conference be requested to report back to the organizations which they represent on the proceedings and recommendations of the conference, and to urge their cooperation in the carrying out of these recommendations.

7. That the chairman of the conference be requested to appoint at this time a Huron Valley Committee of seven members, with power to effect such subsequent change in composition or number as may seem to them wise, for the purpose of formulating and forwarding the execution of a coordinated plan for the development, improvement and utilization of the resources of the valley in the best interests both of their owners and the general public.

These resolutions were signed by Samuel T. Dana, Chairman; John Z. Gault, Joseph C. Hooper, Henry E. Riggs and Harold D. Smith.

A Recreation Project in Jersey City

(Continued from page 382)

and by very few golf courses, according to Hugh Clarke, city developing engineer. The equivalent of one-inch rainfall can be obtained within one hour, and a precipitation as heavy as this will drain off within an hour.

Piping for the sprinkler system, telephone conduits and electric lines completed the underground work. The rock trenches, containing 5,000 feet of agricultural tile with open joints over which bronze mesh was laid, were built up to sub-grade.

Surfacing

The field was then filled in. Three inches of cinders, loosely packed, were spread, over which a six-inch layer of loose, clean soil and an additional six inches of first class top soil brought the field up to two inches of the necessary level. In sodding, 300,000 square feet of sod was used. Over this was thrown grass seed, peat moss and dried sheep manure.

The skinned part of the baseball diamond, or base paths, was treated differently. Here, eight inches of cinders and five inches of specially prepared top soil and clay provide a hard, smooth surface.

In the middle of the field, sunken beneath the

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"Should be read and pondered by every would-be intelligent parent who has a child to educate. You review pithily the most invigorating and thought-provoking matter bearing on human problems that has come out in the course of the past year. You deserve high praise for transforming what might seem a commercial venture into a cultural event." *E. A. Ross, Emeritus Professor of Sociology, Univ. of Wisconsin.*

A BRIEF SCHOOL GUIDE

Lists and classifies by type and locality the more important Boarding Schools and Junior Colleges—Boys, Girls, Coeducational. 2d edition, 1937, 132 pages, 700 schools, 14 maps, 97 illustrations, cover in color. SINGLE COPY 25 CENTS.

Write for Table of Contents

PORTER SARGENT, 11 Beacon St., Boston

sod, is a concrete box, 15 feet square. In it are electric light boxes and telephone lines so that in the event of a large pageant or demonstration, the sod may be lifted and all facilities found at hand.

Two scoreboards, 50 x 30, raised on steel props, are located at the ends of the bleacher sections. The baseball scoreboard is just beyond the end of the left field line and the football board in right field. Orange lettering and numerals against a black background will be visible from any section of the stadium proper.

Twelve acres immediately surrounding the stadium are allocated to parkways and driveways. The road is 50 feet wide and circles the stadium, running some 500 feet out to the highway. In all, 8,000 cubic yards of concrete went into the making of this road.

All entrances, except those facing the highway, are fitted with roll-type steel doors. There are twenty of these. Five ornamental wooden gates, facing the highway, are six inches thick, made of yellow pine and cypress, and weigh six tons each.

Underground tunnels lead from the dugouts to the shower and locker rooms. The dugouts are 25 feet long, insulated and covered with copper.

Terrazzo flooring is to be found on the first floor and concourse, in the toilets, lockers, showers and corridors. In all there are 25,000 square feet of this material. Pennsylvania and Tennessee marble was used exclusively.

For heating purposes, there is a boiler of 25,000 feet capacity, fired by oil, serving a one-pipe steam heat system. Three built-in heaters provide hot water almost instantaneously.

The stadium will be adequately lighted for use at night. Eight steel towers, 120 feet high and weighing 12 tons each, are placed at advantageous points around the field. It is claimed that the system is superior to that at the Polo Grounds in New York, which is said to be one of the best in the country.

One of the interesting points connected with the project is the fact that all copper forms, ornamental work, lettering, wooden frames and welding, were made right on the job with machinery purchased or hired for the purpose.

Included in the plans for further development of the site are provisions for a swimming pool, handball courts, quoit lanes and tennis courts. The city will operate the stadium and collect all revenues.

You Asked for It!

(Continued from page 384)

an implied question, or arguing down something the boy had to say. This is the leader who, as a rule, is very ineffective in expressing himself. He bores his group, wastes time, and really gets nowhere. Usually the only cure for this leader's ailment is to relieve him of his duties. However, if anything will work a cure, it is the approach mentioned in the other examples given.

There are many other abuses in group work, but the examples cited should be sufficient to indicate my idea of an approach to leaders with whom supervisors are in agreement when they claim they do not have a worthwhile or successful group.

Let us hope that the future will find supervisors preparing leaders to understand the aims and intangible values to be gained through group experience before turning groups over to them, and that it will bring to supervisors the essential understanding that leaders can be helped to meet, face, and work through their own difficulties through a supervisory experience that offers guidance but, at the same time, leaves a leader free to work out his own problems.

New Publications in the Leisure Time Field

Another Here and Now Story Book

Edited by Lucy Sprague Mitchell and Co-Authors. E. P. Dutton and Company, Inc., New York. $2.00.

THE FIRST *Here and Now Story Book,* published in 1921, has been supplemented by a second delightful volume. This is not only a collection of stories but is also a valuable study of child growth. Prefacing each story is an outline based on research of the growth level achieved by the average child of the age for which the story is intended—a word picture of the child in action. There are stories for two, three, four, five and six year old children.

How to Interpret Social Work

By Helen Cody Baker and Mary S. Routzahn, Russell Sage Foundation, New York City. $1.00.

SUCCESSFUL EDUCATIONAL publicity cannot be based on guess work. It is a matter of careful planning, study and strategy. It has its techniques. This being so, the study course "How to Interpret Social Work" will prove a boon to anyone undertaking publicity for recreation, social work or other types of civic effort. Treating the A, B, C's of interpretation the course is designed for groups gathered under local leadership, for informal study, for institutes and individuals. Twelve lessons are outlined under the following headings: Telling Our Story by the Spoken Word; Telling Our Story by the Written Word; Telling Our Story in Pictures; Planning Interpretation; Interpretation—A Shared Responsibility.

Each lesson contains a brief statement of methods, examples for discussion and a series of questions based on the examples. The introduction presents a valuable analysis of the various "publics" to whom publicity is addressed. The study concludes with an excellent group of reading references. (Review by *Weaver Pangburn.)*

Swimming for Everyone

By H. G. Whitford. Bruce Humphries, Inc., 306 Stuart Street, Boston, Mass. $.75.

A COACH'S HANDBOOK, a swimmer's or would-be swimmer's guide and a pool operator's friend is this inexpensive book whose purpose it is to stimulate interest in swimming for everyone, especially in those cases where swimming has not as yet established itself widely in the community. There are suggestions for teaching beginners, for advanced swimming, fancy diving and life-saving, and the general promotion of swimming is discussed. One chapter is devoted to swimming hygiene.

Shakespeare Gardens

By Annie Burnham Carter. Dorrance & Company, Philadelphia, Pennsylvania. $1.25.

THERE ARE a few cities in the United States fortunate enough to have Shakespeare gardens which serve the purpose of bringing together the flowers grown in England in the 16th and 17th centuries and of showing the fashions in the horticulture of that period. In this book Mrs. Carter describes the old English gardens, flowers, and herbs of the Shakespearian era and lists them by both their common and botanical names. She also describes more than fifty plants, wild and cultivated, to which Shakespeare referred in his plays and sonnets.

Children in Action

Dodge Publishing Company, 116 East 16th Street, New York City. $2.50.

THIS BOOK is a story without words. It is made up of a series of beautiful photographs of children which are a delight to see. The unstudied poses and fleeting expressions which the camera has caught make the book a truly human document.

Tap It

By Shiela O'Gara. Music by Elizabeth Baker Long. A. S. Barnes and Company, New York City. $2.00.

"FEW TYPES OF RECREATION," says Helen Frost in her introduction, "have won the very general popularity of the modern tap dance. It has gayety, pace, humor and irresistible rhythm; moreover tap dancing affords excellent physical exercise." The book presents the dances in the order of their difficulty beginning with "Practice Patterns" and leading up through the "Nursery Rhyme Clog" to "Heel-Toe-Tap" and other variations. Music is included.

Life Saving and Water Safety

Prepared by the American Red Cross. P. Blakiston's Son & Co., Inc., Philadelphia. $.60.

SAFETY IN SWIMMING is the theme of this book which tells when and where to swim in safety, the kind of equipment to have, preventive measures, and methods of rescuing and resuscitating swimmers and others who have gotten into difficulties.

New Light on Delinquency and Its Treatment

William Healy, M.D. and Augusta F. Bronner, Ph.D. Judge Baker Guidance Center, Boston. Yale University Press. $2.00.

THE INSTITUTE OF HUMAN RELATIONS of Yale University has added a significant contribution to the field of delinquency studies by its publication of this volume. In spite of all the research and study in this field, the problem of delinquency is about where it has been for some time. Court and probation methods have been largely ineffectual. Special agencies designed to operate in this field have not accomplished what was anticipated. The authors of this book therefore seek a new approach

to the whole problem. Instead of studying the delinquent as an individual, the study is based on the family from which the individual comes. The significance of delinquency, they say, lies in the fact that it is a form of behavior which is a part of the stream of life activities, and has as much meaning for the delinquent as socially approved conduct has for more normal persons. The origins of delinquency represent the expression of desires and urges which are otherwise unsatisfied—for the onlooker this is misconduct; for the offender it is just as much a response to inner drives and inner stimuli as any other kind of conduct. The terminology of delinquency, larceny, truancy, etc., are mere descriptions of behavior which do not in the least indicate what is expressed by the offender in the delinquent act. The *naming* of the offense reveals nothing of those things that determine the nature of the act.

Delinquency clearly is based on thwarting of basic desires for ego, and affectional satisfaction, desire for security in the family, desire for acceptance by some person or group, recognition. When these desires are not satisfied in the home or environment, delinquent forms of conduct offer compensation. Such forms are not rationally chosen but are used because the ideas lie readily at hand.

While most other authors center their study and proposed method on the delinquent, the basis for study here is in the family. The fact that 48 per cent of the delinquent cases studied began *at or before eight* years of age and that the modal age was twelve to fourteen years indicates clearly where the formative influences lie. Startling are the findings of one special group studied, setting delinquents in a family in comparison with non-delinquents in the same family:

Twice as many delinquents as controls (i.e. the non-delinquents) had been related to clubs, in settlements, churches or other organizations — this is not surprising since the delinquents are more active and outgoing; more delinquents than controls were active in sports; more delinquents than controls were eager readers—both groups read about the same kind of material; almost as many delinquents as non-delinquents were regular attendants at Church and Sunday School.

Treatment of delinquents centered on both the offender and family, helping the individual to meet the cause of his trouble and modifying the factors of family life which are responsible.

Housing Management: Principles and Practices.

By Beatrice Greenfield Rosahn and Abraham Goldfield. Covici Friede, Inc., New York. $4.00.

Housing management, interpreted to mean the administration of a housing development so that it becomes a living community rather than a mass of bricks and mortar in which people are sheltered, is carefully and thoroughly discussed in this volume by people well qualified to give information on this subject. In addition to chapters on all the practical problems of administration involved, there are sections on Recreation for Children and Adults and Housing and Family Life which have much to offer those who believe that publicly financed housing must assure a maximum social return to the community.

Some Animals and Their Homes.

By Mary Geisler Phillips and Julia McNair Wright. D. C. Heath and Company, Boston. $.64.

This is the first of a series of four books for boys and girls dealing with natural science which are designed to cover in a general way all of the life forms, as well as to give the pupil an understanding of the origin and development of life on the earth. In Book I, the principal aim has been to arouse the interest of the pupil in a few of the common forms of land and seashore life, and to introduce some of the broad scientific principles involved in a study of these forms.

Insect People.

By Eleanor King and Wellmer Pessels. Harper and Brothers, New York City. $1.25.

The lives and habits of backyard bugs and insects, many of which are to be found on the playground, are described with text and pictures in this attractively issued book. The ladybug, tent caterpillar, cricket and catydid and many others are introduced and their secrets disclosed.

Social Work Year Book 1937.

Edited by Russell H. Kurtz. Russell Sage Foundation, New York. $4.00.

The Social Work Year Book 1937, being "a description of organized activities in social work and in related fields," is truly a master resource in the field of social work. Since the last Year Book was published in 1935 there have been far-reaching developments in the field of public welfare administration. The Social Security Act with its attendant state legislation, the advances in the field of organized labor, the continuation of the Civilian Conservation Corps, the new emphasis on a Civil Merit System, are among the many major up-to-date questions with which all citizens are faced. The treatment of such subjects by able authors gives the volume a timeliness which is difficult to achieve in a work which the editor describes as "less a year book than a concise encyclopedia." This 1937 Year Book is a valuable asset not only for social workers but to other professionals as well. It will find its way into most public libraries and should soon be consulted there by recreation executives who do not chance to have it on their own shelves.

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Recreation and the Building of Self-Confidence

MANY HAVE come to doubt themselves, their neighbors, the power of combined neighbors to work out the world's problems.

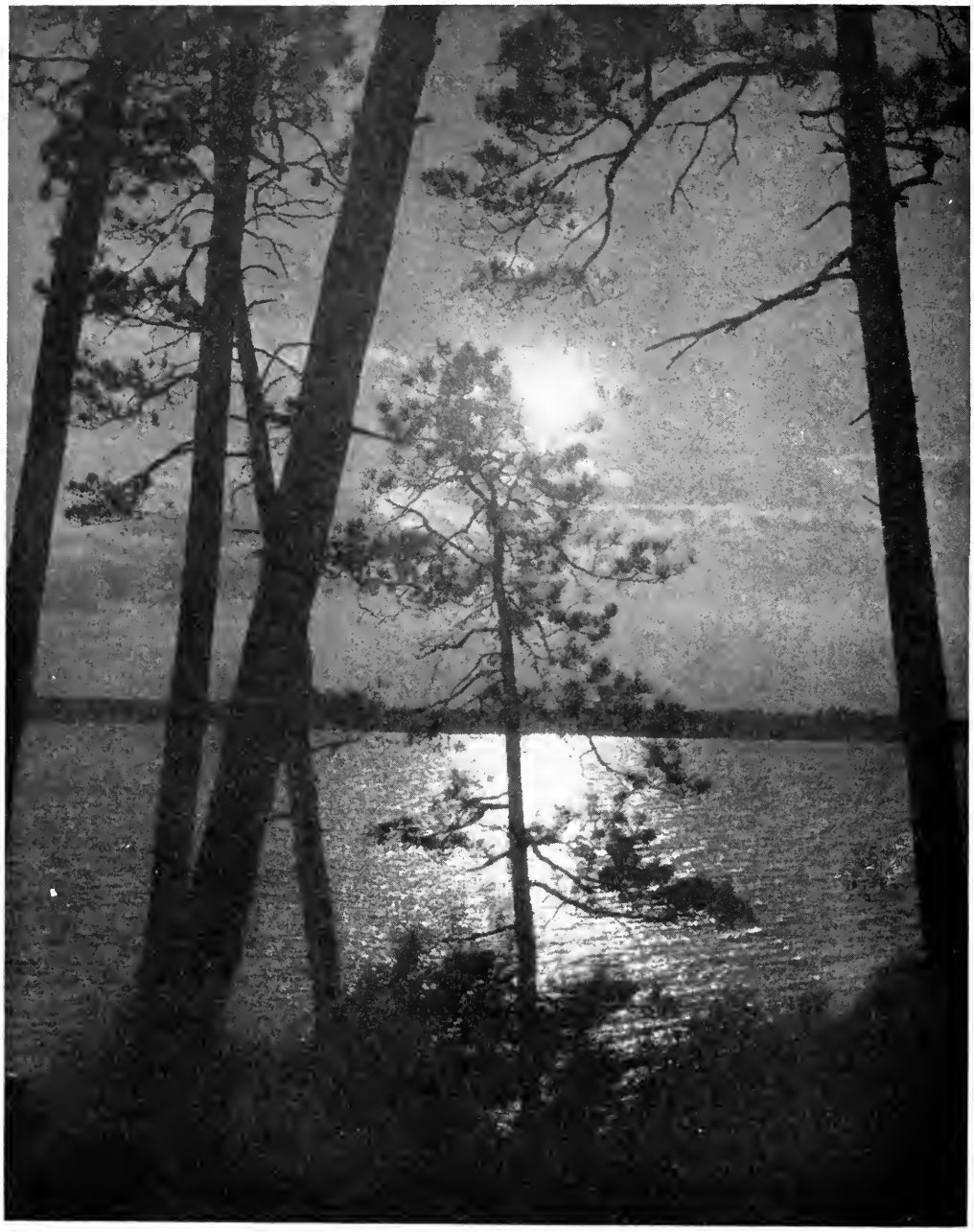
There is need to help each child, each man to find the activity he carries on supremely well. Most individuals excel in at least one activity. Perhaps the man is an unusual fisherman. Perhaps there is one flower he grows earlier or better than anyone else. Perhaps he has a gift with pets. Maybe there is a musical instrument that he can play supremely well. The helping of individuals to find what they do supremely well helps to build faith in themselves and sometimes faith in the world in general.

The world is so big and knowledge has grown apace. No one person can know very much of all there is to know. Many become discouraged. To help a man in his free time to master some one thing is to help him to have a little better understanding of all that vast realm of experience that he will never have hours enough to find out about for himself in one lifetime. To master some one thing helps him to realize that the rest of the world within limits is also masterable.

Ability to do one thing well, with or without recognition of this ability by one's neighbors of the moment, gives a person an inner sense of power, of status, that is most important to his continued growth.

HOWARD BRAUCHER.

October



Courtesy Minneapolis Municipalities

There is something in the autumn that is native to my blood
Touch of manner, hint of mood —
And my heart is like a rhyme,
With the yellow and the crimson and the purple keeping time.

Bliss Carmen.

Much Ado About Doing

By GLEN O. GRANT
National Recreation Association

THE STUDY outlined in this article is concerned with recreational interests and needs of young people in Los Angeles, California, and the destructive and constructive results achieved in meeting the interests and needs. The sources of the data are a Recreation Interests Questionnaire entitled "What do you do and what would you like to do when you are not in school," a study of delinquencies of youth entitled "Youth's New Day," issued by the Los Angeles County Coordination Council, original studies supervised by the author to discover types of juvenile offences, and original studies of the community resources and of the program of the Department of Playground and Recreation, as well as material from various juvenile and recreational agencies. The data and conclusions are not entirely comprehensive or scientific, yet the material is sufficiently such to be indicative, however, and valuable accordingly as a guide in our future efforts.

Part One

I. *What Do They Do and What Do They Want?*

Some 17,000 young people of the Junior and High School age were given a questionnaire to fill out on their interests and wants. Of the 17,056 students replying (the number approached) about half were boys. Six Junior High Schools, nine High Schools and one Junior College were studied. The findings are tabulated or indicated below:

A. WHAT DO THEY DO?

Shifting Interests

The peak of interest in playground activity comes for boys in the ninth grade and for girls in the eighth grade, the boys showing a more marked increase during the seventh and eighth grades than the girls. The beginning of the slump in playground interests coincides with the physical change from childhood to adolescence, accounting for the earlier peak of girls' playground interest and the abrupt change of playground habits during the shift from Junior to Senior High School. Following the peak there is rapid decrease in attendance for the next two years. Thereafter an upturn is noted due largely to interest in recreational activities boys and girls may enjoy together. All types of social recreation hold increased interest from this point on. The slump indicates changing interests; old playground activities are thought childish and new interests are not yet formed. The slump goes deeper for boys due, perhaps, to occupations taken up, and trips, "adventuring" and other activities not open to girls.

This study was made by Mr. Grant when he was a member of the staff of the Los Angeles Department of Playground and Recreation, serving as Chairman of the Subcommittee on Surveys of the Los Angeles Research Committee. The sources of the data are a Recreation Interests Questionnaire entitled "What do you do and what would you like to do when you are not in school"; a study of delinquencies of youth under the title "Youth's New Day," issued by the Los Angeles County Coordination Council; original studies supervised by the author to discover types of juvenile offences, and original studies of the community resources and of the program of the Department of Playground and Recreation, as well as material from various juvenile and recreational agencies in the community.

Interest in Various Types of Activity

Sports with social interest and values command more interest. Tennis and swimming show a steadily rising curve of interest, mounting with age. This type of interest increased over three times between grades 7 and 12, and is so steady that, knowing the age distribution of children and youth in any one district, economic factors being constant, it would be possible to plan the quantity of facilities needed to satisfy this interest.

Traditional activities show decrease with age. Boys' activities such as baseball and football show a gradual and marked decrease, more marked than in other activities, so that the general rise in interest toward the end of High School seems due to the influence of social recreation activities. The curve for "playground sports" starts down for boys in the eighth grade and girls in the seventh grade. This may be due to the fact that boys and girls do not desire these activities any longer or their wants in that regard have been met. Our conclusion is that the latter is true and little programming is needed in this field to meet their needs. In the eighth grade football, basketball, playground ball and handball all show a

peak of participation (for boys) and interest lags thereafter in the order named, football holding the interest longer and handball the shortest time.

Interests of twelfth grade boys and girls were studied because this is the age at which school influence decreases with graduation and the responsibility of the public recreation department accordingly increases.

1. *In athletic team sports.* The following table is based on the number interested per 1000 in the twelfth grade as are the tables which follow, unless otherwise indicated:

Activity	*Girls*	*Boys*
Basketball	473	469
Volley Ball	432	209
Hockey	244	46
Playground Ball	178	264
Soccer	105	171
Handball	74	336
Baseball	41	483

2. *In sports more or less socialized in nature:*

Activity	*Girls*	*Boys*
Tennis	815	461
Swimming	665	654
Archery	210	205
Croquet	126	71
Paddle Tennis	122	81

We observe again that girls mature more rapidly in general in interest in socialized activities than boys, although swimming and archery strike a uniform response.

3. *In purely social activities.* Social dancing is now enjoyed by 485 girls out of every 1000 in the twelfth grade, or nearly one half, while only 344 boys, slightly over a third, enjoy it. The more rapid social advancement of girls is noted here again.

4. *In cultural activities.* Interest in these activities lags behind, but with increased interest over that shown in lower grades. Boys surpass the girls only in interest in handcraft.

Activity	*Girls*	*Boys*
Dramatics	244	103
Instrumental Music	212	178
Vocal Music	148	97
Handcraft	119	133
Art	114	60
Puppetry	70	18
Story-Telling	51	32

5. *Summary of twelfth grade interests.* The most popular activities for boys and girls are given in their order of preference: 1. Girls — Team games of basketball, volley ball and hockey; socialized sports of tennis, swimming and archery, and the cultural activities of dramatics, instrumental music and vocal music. 2. Boys — Team games of basketball, baseball and handball; socialized sports of swimming, tennis and archery, and cultural activities of instrumental music, handcrafts and dramatics.

The most readily and adapted activities for co-recreational participation among those listed are tennis, swimming, dramatics, instrumental music and only those team games not involving intensive effort and personal contact.

Most Rapidly Increasing Participation Interests of Boys and Girls from Grades 7-12

Girls' participation interest increase for various activities per 1000 was tennis, 658-815; hockey, 152-244; archery, 124-210. Other activities did not show increased interest in this age range, indicating that social and cultural interests had been previously stimulated and physical activities were coming to the fore.

Boys' participation interest increase per 1000 students was tennis 429-461 and dancing 154-344. All other activities show a decrease of interest per 1000. The "socialized emphasis" of both of these activities would indicate that this phase of boy development had been delayed longer than for girls.

B. What Do They Want?

(Comparison of Activities Already Enjoyed with Activities Desired but Not Available)

1. *The replies of 8,195 boys in grades 7-12*

Activity	*"Participation Rank"*	*Want Rank*	*Variance bet. Participation Rank and Want Rank*
Baseball	1st	10th	– 9
Basketball	2nd	14th	–12
Football	3rd	9th	– 6
Handball	4th	15th	–11
Swimming	5th	1st	* 4
Track	6th	13th	– 7
Playground Ball	7th	21st	–14
Tennis	8th	4th	* 4
Volleyball	9th	23rd	–14
Boxing	10th	3rd	* 7
Wrestling	11th	5th	* 6
Soccer	12th	12th	* 0
Paddle Tennis	13th	17th	– 4
Dancing	14th	7th	* 7
Instrumental Music	15th	16th	– 1
Handicraft	16th	11th	* 5
Tumbling	17th	8th	* 9
Croquet	18th	19th	– 1
Vocal Music	19th	22nd	– 3
Art	20th	20th	* 0
Dramatics	21st	18th	* 3
Hockey	22nd	6th	*16
Archery	23rd	2nd	*21
Storytelling	24th	25th	– 1
Puppetry	25th	24th	* 1

* Plus

2. *The replies of 8,709 girls in grades 7-12*

Activity	*"Participation Rank"*	*Want Rank*	*Variance bet. Participation Rank and Want Rank*
Basketball	1st	9th	– 8
Volleyball	2nd	14th	–12
Tennis	3rd	2nd	* 1
Dancing	4th	3rd	* 1
Playground Ball	5th	19th	–14
Swimming	6th	1st	* 5
Soccer	7th	15th	– 8
Handball	8th	17th	– 9
Instrumental Music	9th	7th	* 2

Activity	"Participation Rank"	Want Rank	Variance bet. Participation Rank and Want Rank
Paddle Tennis	10th	8th	* 2
Dramatics	11th	4th	* 7
Croquet	12th	12th	* 0
Hockey	13th	6th	* 7
Vocal Music	14th	11th	* 3
Art	15th	13th	* 2
Baseball	16th	20th	– 4
Handicraft	17th	10th	* 7
Storytelling	18th	18th	* 0
Archery	19th	5th	*14
Puppetry	20th	16th	* 4

* Plus

3. *Conclusions from Comparison of "Participation Interests" and "Playground Wants" of Boys —Seventh — Twelfth Grades.* Assuming in general that where participation decreases, adequate provision is made for that "interest," and that where a "want" is expressed, facilities and program are not at hand to satisfy that "want," the following guide to the enlargement of facilities and program is suggested:

a. *Boys' activities needing no further promotion*: Volleyball, playground ball, basketball, handball, baseball, track and football. (Those dropping farthest in preference rank are listed first.)

b. *Boys' activities needing further promotion*: Puppetry, dramatics, tennis, swimming, handcraft, wrestling, boxing, dancing, tumbling, hockey and archery. (Those rising most in the preference list are given last.)

c. *Activities in which there is no change in preference*: Art and soccer. Those changing less than five places in rank were paddle tennis, vocal music, instrumental music, croquet and storytelling.

4. *Conclusion from Comparison of "Participation Interests" and Playground Wants of Girls—Seventh—Twelfth Grade.*

a. *Girls' activities needing no further promotion*: Playground ball, volley ball, handball, basketball, soccer and baseball — (All are "playground sports.") (Those dropping farthest in preference rank are listed first.)

b. *Girls' activities needing further promotion*: Tennis, dancing, instrumental music, paddle tennis, art, vocal music, puppetry, swimming, handcraft, hockey, dramatics and archery. (Those rising most in preference rank are given last.)

c. *Activities in which there is no change in preference ranks.* Story-telling and croquet.

II. *To What Do They Belong and to What Do They Want to Belong?*

The recreation interest questionnaire also asked to what organization the students belonged and to what organizations they would like to belong. A study of the replies follows:

A. To What Do They Belong?

To what do they belong? — Boys. Out of the 8,245 boys answering the questionnaire 3,034 or 36% were members of "National Character Building" organizations and 1954 held membership in school, church or private clubs. While there is some duplication, it is fairly safe to assume that approximately half of the total group belongs to some club organization.

Archery and swimming, according to the study, strike a uniform response in boys and girls

The distribution of boy's club affiliation is shown below, the figures representing boys per 1000 in the seventh—twelfth grades:

Boy Scouts (including Sea Scouts and Cubs)	221
Y.M.C.A. (including all clubs in age range)	121
Woodcraft Rangers	23
Clubs unique in schools	80
Clubs unique in churches	83
Private Clubs	72

The Ages of Most Active Club Membership — Boys. Boys of Junior High School age are the

Courtesy The Luther Gulick Camps

A popular activity with girls, but one which is in need of further promotion

best "joiners," with the eighth grade in the lead in national boys' organizations. It is interesting to note that the peak of interest in the school, church and private clubs comes in the eleventh grade. Comparison of the figures below leads us to observe that the program of the "National Character Building" organizations appeals particularly to the Junior High School age and the other clubs with special activity interests and social activities appeal increasingly to the High School boy.

	NUMBER OF BOYS PER 1000	
Grade	*"National Character Building" Groups*	*School, Church or Private Clubs*
7	393	201
8	434	216
9	353	213
10	213	115
11	299	353
12	285	341

To What Do They Belong?—Girls. Out of 8,807 girls studied, 1,338 or 15% were members of "National Character Building" organizations. In contrast with 36% of the boys' group being so served, it is obvious that girls' needs have been slighted in this field. However, 412 girls in every 1000 or 41% belong to school, church or private clubs.

The distribution of club affiliation of girls is tabulated below, showing the number of girls per 1000 in grades seven to twelve belonging to different groups.

Girl Scouts (and Brownies)	47
Y.W.C.A. (Girl Reserves)	40
Camp Fire Girls (and Blue Birds)	37
School	149
Church	143
Private	119

The splendid service to girlhood, often unrecognized, which is being given by activity interest clubs in schools, playgrounds, churches and other community organizations is very noticeable in the above table.

The Ages of Most Active Club Members—Girls. Here again it is discovered that the Junior High School girl, like her brother, is the best "joiner" of the "National Character Building Club" at the eighth grade level, while the peak of interest in other groups (school, church and private) is in the tenth grade, one year before that of her brother. The earlier development of social interests in girls may be responsible for this fact since these club programs are relatively social in emphasis. The program of the "National Charcter

Building" organizations for girls as well as boys does not seem to fit the needs of the High School age. It is more obvious with girls than boys.

NUMBER OF GIRLS PER 1000

Grade	*"National Character Building" Groups*	*School, Church or Private Clubs*
7	147	264
8	171	406
9	137	390
10	140	619
11	161	504
12	154	548

B. To What Do They Want to Belong?

About half the boys and half the girls belong to clubs of one kind or another. What of the other half? To what kind of clubs do they wish to belong?

Clubs to Which Boys Wish to Belong. 45 per cent of the total group expressed a desire to join additional groups. The number per 1000 wishing to join specific clubs follows:

Y.M.C.A. (all organizations)	195
Boy Scouts (Sea Scouts and Clubs)	156
Woodcraft Rangers	31
Private Clubs	57
School Clubs	13
Church Clubs	3

In studying the questionnaire it was found that there were about two-thirds as many requests for Sea Scout membership as for Boy Scout membership, indicating the possibility of enlarged service there. The large numbers interested in Y.M.C.A. clubs speaks for the popularity of this group. The lack of interest in church groups probably indicates this need is adequately met or that this type of organization fails to appeal to boys. (It should be noted, however, that many churches sponsor "National Character Building" organization clubs.)

Clubs to Which Girls Wish to Belong. 47 per cent of the total group of girls expressed a desire to join additional clubs. The number per 1000 girls wishing to join specific clubs follows:

Girl Scouts (and Brownies)	136
Y.W.C.A. (Girl Reserves)	141
Camp Fire Girls (and Blue Birds)	94
Private Clubs	46
School Clubs	30
Church Clubs	27

The evident need for additional club service through the "National Character Building" agencies is noted.

C. Why Don't They Belong?

Reason for non-membership given by boys were 4,580 in number. They are tabulated below.

Not interested	1423
Can't afford it	896
Never been asked	827
Work at home	560
No group in the community	367

It would be interesting to know the real interests of boys not interested in joining a club. It is regrettable in 367 cases that no group was to be found in the immediate community. The large number who can't afford it or who haven't been asked is significant.

Reasons for non-membership given by girls were 5,452 in number. The major reasons are tabulated below.

Not interested	1576
Never been asked	990
Work at home	728
Can't afford it	708
No group in community	593
School work	521
Parents object	305
No time	15
Work at store	11

In general there is a close correlation between the answers of boys and girls. The larger number of girls unable to join because of work at home, school work, coupled with "no time," might indicate that girls are more tied by responsibility and duties than their brothers.

Part Two

Destructive Results When Leisure Time Needs of Youth Are Not Met and Steps Being Taken to Remedy the Same

Space does not admit a full analysis of this section, but a few interesting findings are listed below.

The study reveals forty-six boys out of every 1000 boys (5-17 years of age) and seventeen girls (5-17 years of age) out of every 1000 have been designated "delinquent" or "problem" children. In other words three out of every 100 boys and girls have failed to adjust; ninety-seven have succeeded in adjusting to our society.

Eighty-five per cent of delinquents in one institution had had no constructive play life.

Boys and girls 16 years of age show the greatest number of arrests.

34.7% of juvenile offences take place in the street.

The time when most juvenile offences take place are 3-4 o'clock in the afternoon (when school is out) and 6-7 o'clock (after the evening meal). Most crimes are committed on Saturday and Sunday.

(Continued on page 448)

Shorter Hours for Shut-ins

By WILLIS H. EDMUND
Director, Department of Recreation
Akron, Ohio

"YOU KNOW there are many different cases of handicapped children. Some can attend our schools for cripples, then there are those who are so handicapped they cannot attend school. But now they are not neglected. They get their school instruction right at home and are graded just as the youngsters that go to school. But then our city doesn't stop at that. Our Recreation Department has seen to it that our home-bound-shut-ins are not forgotten. A program of activities has been arranged so these shut-ins have been given the chance for just what their little hearts have longed for most. It seems nearly too good to be true.

"If you could just stop in and see what it really means. Imagine a real instructor teaching the boys and girls aeroplane modeling; a real instructor teaching them art, music, or anything they want to do most. My boy was ill this week and couldn't have his teacher or recreational instructor, and although he had to be in bed the 'Story Lady' called to read to him and tell stories. Now I really don't think my letter can make you realize what it all means to us mothers. That these children are not forgotten means so much in life."

So writes the mother of one of Akron's physically handicapped children to a newspaper editor, concerning the recreation program now being carried on in the homes of fifty boys and girls who are too crippled to leave their homes, even in a wheel-chair, except on rare occasions.

Thousands of words have been written and spoken about the need of organized recreation for children and adults, and nearly as many dollars are being spent for supervision, facilities and equipment, but too little has been done to shorten the too-long, too-many leisure hours of the handicapped person confined to a life of four walls.

The Akron Department of Recreation, representing the cooperation and the combined budgets of the city and the Board of Education, now has organized recreation activities for these children.

Two brothers, eleven and seven years old, crippled since childhood, yet real boys enough to keep baseball scrapbooks and follow the great American game religiously on their radio, had this to say concerning a visit paid them by Luke Sewell, an Akron resident and catcher for the Chicago White Sox, arranged as a part of the activity program: "Gee, but it was swell. He came right into our dining room where Johnnie and I have our desks. That was grand, 'specially because Johnnie and I can't walk you know. But yesterday we didn't mind so much that we can't go out and play baseball with the rest of the boys. We didn't feel so left out of things."

The organization for the program has been carefully planned and is under the supervision of Russel Hastler, a man who is interested in these children and can speak their own language, for he still carries mute evidence of a misfortune of his own childhood. The first thirty boys and girls to take part in the activity program were selected from a group recommended by a local social agency, but the others have been included at the request of friends and parents. The program is only started; the ground has barely been scratched. The recreation opportunities offered these youngsters depend upon two important things—what they want to do, and what their doctors or surgeons will allow them to do. The general result is, let them do what they want to if possible, be it music, art, handcraft, or some passive activity.

Members of the regular recreation staff do the supervising and instructing as a part of their

(Continued on page 449)

Some Sports and Their Development

By AGATHA VARELA
Washington, D. C.

With this issue we begin the publication of a series of articles by Miss Varela on the historical background of some of our most popular sports, some of which were known in other countries hundreds of years ago. The interesting development of football and hockey is described this month. Facts about archery, tennis and polo will be presented in later issues of RECREATION.

WHATEVER THE DAMAGE, great or little, caused by football today, it is at least confined to the players and the goal posts! Five or six hundred years ago the limits were much broader. In Merrie England, in those good old days of manly sport, the teams, followed by old men, young men, maids and matrons, and a motley assortment of children and dogs, would go plunging after the ball through village streets, up one and down the next, in a mad, hair-raising scramble which caused such havoc and destruction that terrified merchants were forced to close their shops while a game was in progress. The worthy merchants protested the game so long and loudly because of the damage it did their trade and wares, that in 1314 Edward III forbid the playing of it.

As the Romans Played Football

Yet in all justice to football, its history contains many less violent and more glamorous pages. The Florentines of the Renaissance, in particular, played a brand very different from that of the English. They developed their own variety, an elegant and showy sport in which only noblemen were permitted to indulge, which was preceded and followed by a parade of the players and their attendants, all garbed in costly silks and velvets, and which was rendered pleasanter for them by frequent rest periods during the game, when, with a happy ignorance of training rules, they would refresh themselves by eating sweetmeats and sipping wine, and would bask contentedly in the admiring smiles of the lovely ladies of Florence!

But the game of their football antecedents, the Romans, showed little of this refinement and elegance. A crude, rough sport, it was not indulged in to any great extent by the citizens as a whole, but we have word that one of the greatest of the emperors, Caesar Augustus, was very fond of playing it. With the Greeks, who are generally considered to have originated it, football was far more popular than with the Romans, and was, according to all accounts, even wilder and more uncouth. The greatest of the Greeks was one Aristonico Caristo whose prowess the Athenians forever immortalized by raising a statue in his honor.

"One peaceable citizen of London described an early game of football thus: 'For as concerning football playing, I protest it may rather be called a friendly kind of fight than a play or recreation; a bloody and murthering practice than a friendly sport or pastime.'"

Football in England

In England, football had rather a gruesome beginning, for tradition holds that the first English football was the skull of a Danish invader which the playful youths of Chester were fond of kicking about. From this simple start the game developed into the public menace against which Edward III issued his famous edict. Other later kings forbid football more because they wanted their subjects to use all their spare time practicing archery in order to fight in the wars, than out of any concern for the public safety. Their edicts were calmly ignored, however, and football continued to be played with gusto. In many villages the custom began of holding big games annually on Shrove Tuesday and these games took a variety of quaint forms. At Scone and Melrose, the bachelors played the married men. At Inverness, the old maids were teamed against the matrons. In one little Suffolk town, all the old hags would turn out to choose sides of twelve each and play from noon until six. Although these Shrove Tuesday games gradually died out in most of the

villages, even today in some remote corners of England the people still delight in taking part once a year in the crude rough variety of football which their ancestors so enjoyed.

Seeing the impossibility of preventing football, the crown at last recognized it, and some members of royalty even came to enjoy it. Mary, Queen of Scots, the greatest royal fan of whom we read, delighted in organizing her retinue into teams which played impromptu games for her amusement. It was her son, James I, who first sanctioned football playing in England, and in consequence there immediately began a variety of football in public schools which gradually developed into the fine game of Rugby that the English so enjoy today.

The original Rugby was solely a kicking game, but when, in 1823, a lad named Ellis inadvertently ran with the ball, such a storm of controversy arose over the problem of "to run or not to run," that at last the two schools of thought on the subject separated and those wanting only kicking formed the London Football Association, and those allowing carrying continued to call their game Rugby. Visitors to Rugby School today may see a small inscription upon a stone wall which reveals the pride of the old school in the deed of her famous son, Ellis.

"This stone
Commemorates the exploits of
William Webb Ellis
Who with a fine disregard for the rules of
Football as played in his time
First took the ball in his arms and ran with it
Thus originating the distinctive feature of
The Rugby Game.
A. D. 1823."

In the United States

In the United States, the early collegiate games were very similar to the English Association games. Crude and rough like early football in the mother country, it was slowly but surely tamed and civilized by the great colleges that took it up. Yale has the first record of an organized game which occurred in 1840 between the Frosh and the Sophs. In the early games, lack of rules and originality on the part of coaches and teams caused incidents so amusing that football fans have been chuckling over them ever since. The most famous were probably those that concerned the lads who greased their pants so that it was impossible to tackle them; the boys who embroidered footballs on their jerseys that couldn't be distinguished from the real pigskin, and the enterprising player who made a touchdown with the ball hidden under his jersey.

Those were the days when American football was in its infancy, yet in the comparatively short time since the middle of the last century, the United States has developed such a brand of play that it forces one to the conclusion that in spite of all of the entertaining features of football as played by other countries in other centuries, it was all merely the background and preparation for the climax of football history, our great American game of today.

Hockey

An amazing fact which might well be added to Ripley's collection of "Believe It or Not," is that the ancient Greeks played hockey. The proof of this was disclosed in 1922 by some archaeologists, who, excavating near Athens, uncovered a pedestal which they identified as having been constructed by Themistocles about 500 B. C. and on which are carved some boys playing hockey. Two with crooked sticks are bending over the ball ready for the bully, and four others are standing in position to receive it. Even down to small details the game is apparently identical with our modern one.

The Romans also played a game very similar to ours, using the same curved stick, but playing with a leather ball instead of a wooden one. Yet in spite of the undoubted connection between these ancient games and our modern one, it is impossible, because of the thousands of intervening years, to discover their true relationship.

Hockey in Great Britain

Actually, we can trace our hockey only back to its more recent ancestors, the Scotch, Irish, and English games. In these three countries hockey was called by a different name, but was played in almost exactly the same way. The Irish called their game "hurley," the Scotch named theirs "shinty," and the English, "bandy." Records reveal that the Irish played as early as the second century A. D. and that although nine usually played on a side, an unlimited number could take part. A quaint old Irish legend describes a game in which one lad of superhuman strength was matched against a hundred and fifty. He won a goal, thereby greatly annoying his opponents en masse, who proceeded to attack him. He managed to kill fifty, but was overcome in the end, and his head was knocked off by a hockey stick!

In Scotland the game seems to have been a little less blood-thirsty and a great deal more aristocratic, for at one time a Scotch king played. He was Alexander the Fierce who reigned in Scotland from 1107-1124, a strong and brave ruler who took greatly to the game, and in between his struggles to subdue his enemies, engaged in it often upon his native heath.

"The name 'hockey' cannot be claimed by either the Scotch or the Irish, but is derived from an old French word 'Hoquet,' meaning shepherd's crook. Just when the French took up the game is impossible to say, although it seems to have developed much later there than it did across the Channel. There is one exquisite relic, however, still preserved, which proves that it was played in France at least in the fifteenth century. This is a unique old prayer book that belonged to the Dutchess of Burgundy, in which there are several illustrations of fifteenth century games. One depicts the shepherds before the Nativity, playing hockey to warm themselves."

The history of hockey in England is almost entirely obscured by time, and is referred to in literature only at most infrequent intervals. The most interesting reference to it is in Macauley's "Essays on Bunyan," in which he remarks about Bunyan, that "bell-ringing and playing hockey on Sundays seems to have been the worst vices of this depraved tinker." From this we would infer that the game in England had become considerably tamed since its earliest days.

But in Scotland it continued to be almost as spirited as in the time of Alexander the Fierce, and whole clans would play against each other. It happened that late in the seventeen hundreds there was considerable feeling between the great Campbell and McLean clans, because the Campbells approved of the House of Hanover being on the throne of England, and the McLeans still sighed for the return of the Stuarts. So one day the Campbells challenged the McLeans to a Shinty, or Hockey match, to decide whether the Hanovers or the Stuarts were more fit to rule England. McLean ordered all of his men to appear without fail, and a cousin of his, Mrs. Clephane, fired with his enthusiasm, warned her tenants that if they did not go to the game, she would raise their rent. The consequence was that the McLean contingent that appeared for the match was far larger than the Campbell! From the customary beginning of burying the ball in a hole in the sand, and then struggling to find it, to the end of the game, the play was wild and fierce. But wily McLean kept some of his best men in reserve and sent them in from time to time to renew the fight against the exhausted Campbells. Finally, the latter admitted they could play no longer, and amid great rejoicing from every McLean in the clan, the Stuarts were acknowledged superior to the Hanoverians.

It was about the middle of the next century that hockey began to come into its own in England. Although played in an unscientific way, and varying in rules in different localities, it underwent an amazing revival throughout the island. By 1870 many clubs had been formed, and by 1875-76 uniform rules had been made for all clubs. But the real birthday of modern hockey was 1886, for in that year the first Hockey Association was formed. Since then it has spread rapidly through both England and America and is played enthusiastically as well in Belgium, Holland, Germany, France, Denmark, Egypt, and India. The last named country boasts as many as 3,000 teams.

As far as women's hockey is concerned, the first women's club in England was formed in 1886, and it was introduced to the United States at Bryn Mawr in 1901 by an English enthusiast, Miss Constance Applebee. For some twenty years there was little interest in the sport among the fair sex of this country, but in 1921 an English women's team touring over here aroused great enthusiasm that has never waned, and today hockey is played in almost every girls' school and college in the country, and teams from the United States frequently take part in international matches.

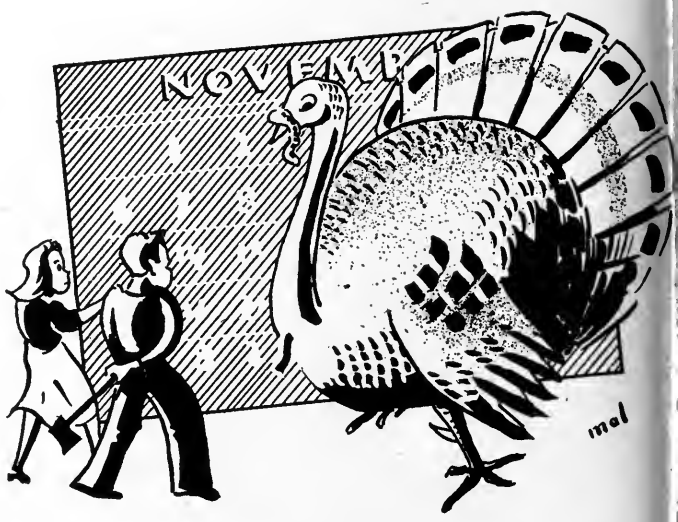
Ice Hockey

The latest and by far the most thrilling version of hockey is played on ice. Probably the fastest game ever played, it is of English origin, and was carried to Canada early in this century by Lord Stanley's suite when he came to be Governor-General of the Dominion. The Canadians took it up with great gusto, and in seeking opponents tried to start the sportsmen from the United States playing. The Canadians, naturally, did not object to the necessary freezing temperature, but their neighbors to the south most decidedly did. This country could not become enthusiastic about ice hockey until that great ice engineer, George C. Flunk, started building rinks with artificial ice. Now that the American public can keep its toes warm, it watches ice hockey as one of its greatest

(Continued on page 450)

Thanksgiving "Giblets"

"Is there anything new under the sun?" The answer seems to be "No" when holiday time rolls around! May you find a few suggestions here not too time-worn for your use!



THESE a-little-bit-different Thanksgiving "giblets" which have been gleaned here and there from the wealth of almost-*too*-familiar material available on Thanksgiving, may serve to fill in that blank space in your plans which so far has defied all your efforts at solution.

If it's a harvest party you are having, this invitation may be used:

Hold open the *date* you'll find down below
We're *raisin* some *pears* to *beat* it, you know
To the *Harvest Farm Party* we're giving at night
To cut up some *capers* and *cabbage* the right
To *orange* a good time, and we don't care a *fig,*
If you *turnip* the sod, you'll sure have to dig.
The *peppery* gang might *squash* you, if late;
So dress as a farmer and be there at eight.
Hostess Date

Or perhaps you need a skit for very small children at a party or on a program. The Nebraska State University Extension Service suggests these three skits in its Thanksgiving bulletin.

Thanksgiving. Twelve small children are selected. Each has a large square of orange cardboard hung on a card around his neck. Each card bears a letter of the word "Thanksgiving" printed boldly in black. The letters are turned toward the children as they file out before the group. As each in turn says a line he turns his card over so the letter is visible.

T is for turkey, the biggest in town,
H is for Hattie who baked it so brown,
A is for apples the best we could find,
N is for nuts that we eat when we've dined.
K is for kisses for those we love best,
S is for salad we serve to each guest,
G is for gravy that everyone takes
I is for ice cream that comes with the cakes,
V is for verses on peppermint drops,
I is for inquiries when anyone stops,
N is for the way we nibble our cheese
G is for grace when we've done with all these.

Thanksgiving Dinner. This skit requires six small children and a little larger child, and may be pantomimed or be acted with appropriate properties.

Larger Child: What do you want for Thanksgiving dinner?
Speak up loud and clear
And before you say "Jack Robinson"
It will all be here.

(Two children enter and set food, real or imaginary, on table)

First Child: Here come the celery stalks so tall
Second Child: Here comes the turkey, most important of all.

(Two more children enter)

Third Child: I've mashed potato as white as snow.
Fourth Child: We need sweet ones, too, of course you know.

(Fifth child enters)

Fifth Child: Here come the nuts and pumpkin pie
As yellow as gold, and good—oh my!
Larger Child: (Steps forward to survey table.)
Now the table is quite ready
I'm sure that all is right

(Small girl enters)

But what can Ruth be bringing?
Ruth: I bring an appetite.

—*Winifred A. Hoag.*

For older boys and girls or adults the Nebraska State University Extension Service suggests the following song, which may be altered with ease to fit any group or the solo parts may be completely re-written to fit a particular theme or party.

Scarecrow Quartette. The singers are costumed in ragged old clothes, exactly like scarecrows. Hay should be sticking from holes in hats and coats

Cotton gloves stuck out on the ends of the hands make the fingers look more lifeless. When the curtain goes up, these figures are discovered standing among corn shocks. They assume the stiff attitude of scarecrows.

Way Down Yonder in the Corn Field

1st—Oh we're the boys of Scarecrow Town
All—Way down yonder in the corn field,
2nd—We can't look up, so we all look down
All—Way down yonder in the corn field.
3rd—We stand and we stand and we stand all day
All—Way down yonder in the corn field,
4th—To frighten thieving crows away
All—Way down yonder in the corn field.

1st—My! but the sun gets awful hot!
All—Way down yonder in the corn field.
2nd—Till we don't care if school keeps or not.
All—Way down yonder in the corn field.
3rd—And nobody in this whole big nation,
All—Way down yonder in the corn field,
4th—Thinks scarecrows need any vacation
All—Way down yonder in the corn field,

1st—But now the things we've always prized
All—Way down yonder in the corn field
2nd—Have come to pass, for we've organized
All—Way down yonder in the corn field.
3rd—We're up to date now—nothing slow
All—Way down yonder in the corn field,
4th—For we joined (the Grange, Farm Bureau, Farmers Union, name of any local organization) you know
All—Way down yonder in the corn field.

The Massachusetts State College Extension Specialist has compiled a Thanksgiving bulletin which suggests that the following may be portrayed in playlets, tableaux or shadow pictures:

A. Ancient deities
- Ceres with a sheaf of wheat
- Mondamin, bearing maise
- Pomona, with apples (on a branch)
- Dionysus, carrying grapes on the vine
- Antomnus with the orange tree.

B. Our Forefathers' Time
- A New England log cabin with figures of John Alden, Priscilla and Miles Standish
- Pilgrims' first Thanksgiving
- Pilgrims going to church

A WPA Recreation Bulletin from Montana tells of walnut favors to be made for a party. Unbroken walnut halves are fastened to a square of Omodelo (or glued to cardboard) and filled with small candies. A sail is made of paper for this small "Mayflower" and a mast is made from a toothpick. The favors become place cards when the recipient's name is written on the sail. The mast may be inserted in the candy or put in paraffin in the bottom of the empty shell.

For children the walnuts may be filled with paraffin with a string placed in it before it hardens. After the refreshments the "Mayflowers" with lighted wicks may be sailed on a dishpan sea.

Here are appropriate poems for recitation, dramatization or posting on bulletin boards:

When the Frost is on the Pumpkin, James Whitcomb Riley
Thanksgiving, Phoebe Cary
Harvest Hymn, The Pumpkin, The Corn Song John G. Whittier
The Landing of the Pilgrims, Felicia Hemans
Selections from Courtship of Miles Standish, Henry W. Longfellow

These songs, as well as the lighter folk harvest songs, will add to your program:

Harvest Home—Twice 55 Community Songs (Green Book)* ..... $.25
Landing of the Pilgrims—Twice 55 Community Songs (Green Book) ..... .25
The Sun Worshippers—Twice 55 Plus Community Songs (the New Brown Book) ..... .15
Come, Ye Thankful People, Come—Twice 55 Plus Community Songs (the New Brown Book) ..... .15
Alleluia—Ten Folk Songs and Ballads ..... .12
A Mighty Fortress (Ein' Feste Burg)—in many collections of hymns
America the Beautiful—in many collections

* The song books listed here may be obtained from the National Recreation Association.

Bibliography

Here are sources of more ideas for your Thanksgiving program obtainable from the National Recreation Association:

The Three Thanksgivings, a November Humoresque, by Faith Van Valkenburgh Vilas ..... $.25
To a worldly family with teen-age children, appear the figures of Thanksgiving Past, Present and Future who cause the family to change their plans. 32 characters.

The Captain's Dilemma, by Marion Holbrook ..... .10
A clever playlet version of the Courtship of Miles Standish.

For a Happy Thanksgiving, by A. D. Zanzig ..... .10
Full directions and suggestions for a Harvest Community Night. (Reprinted from the October 1936 RECREATION.)

Harvest Festival, by Marion Holbrook ..... .10
Suggestions for a dance, Old English Harvest revel, Pilgrim procession and a husking bee to be woven into a festival.

A Thanksgiving Ceremonial ..... Free
A brown-clothed Reader, a Choir, Earth Mother, Earth Children, Pilgrims, Pioneers and Those Who Share present a ceremonial largely of song and procession. Especially suitable for church or school.

(Continued on page 450)

An Unusual Band

By GEORGE C. BERREMAN
Supervisor
WPA Adult Education and Recreation
Lane County, Oregon

LANE COUNTY, Oregon, boasts a most unusual band in its WPA program. In it beginners sit beside master musicians, and the ages of its members vary from nine to over sixty years. The members represent a wide range of occupations as well, for there are barbers, farmers, clerks, teachers, architects, business men, bank employees and students in the band, the students ranging from the fifth grade to college. The fact that five of the members once directed bands makes the group even more out of the ordinary. One of these men wears a gold medal awarded him for winning a directing contest at the World's Fair in Chicago. One directed circus bands for years, and still another organized and directed a band in one of the local lodges for over ten years. These men take turns, with the director, at the baton.

It may seem that if beginners are to play side by side with master musicians only very elementary selections can be used, yet our numbers have included the following:

Overtures:	*William Tell* (simplified edition)
	Light Cavalry
	Three Blind Mice
Serenades:	*When Life is Brightest*
	Cupid's Chorus
Circus:	*Chicken Roll*
	Bear Cat
Marches:	*Our Director*
	Washington Gray

The problem of using beginners is met by having experienced players sit beside them and coach them in the difficult numbers. Beginners are also asked to come early to practice, thus receiving extra practice and help from the director, and some inexperienced players take lessons at home or at school. In beginning a new piece the less skilled players sometimes sit watching and listening for a short time, thus training the ear and observing the technique to be attained.

Group morale and group solidarity are further cemented by social activities. Often the members of the band attend a movie together following the concert or a rehearsal. Sometimes light refreshments are served. Some little social feature is planned each week.

The band has none of the advantages accorded the musicians working under the Federal Music Project, for no player except the director is paid for his services. No music is furnished; there is no provision for a place of meeting and no funds are available to purchase instruments. These essentials must be secured as best they can.

The problem of a meeting place was solved by using the county court room. Some of the instruments used were owned by members of the group, some were furnished by the director, and some were borrowed or purchased on credit. Music was purchased on credit when necessary, and benefit concerts, private donations and subscriptions were used to cancel the indebtedness. In some cases the music was furnished by the director, in others it was borrowed. A good deal of ingenuity was necessary, since it is no light task to provide music for a band of seventy-five members using sixty pieces.

The band has played for business houses, public forums, parades, a county produce show, public markets, an old men's horseshoe tournament and civic functions. If at all possible, all calls for the services of the band are granted. This summer a number of children were added to the group and the entire band was incorporated into the large recreation program which the City of Eugene, in cooperation with the WPA recreation staff sets up each summer.

Mr. R. G. Dykstra, the director of this unusual band, was a member of the University of Washington band during his student days. He then spent fifteen years as superintendent of schools in various communities. Later as educational advisor in the CCC camps he won recognition for outstanding work. Last year he served as director of a neighboring high school band which took second place in the state contest.

According to a statement issued by the National Association of Band Instrument Manufacturers over 2,000,000 boys and girls are now playing in school bands. There are from 35,000 to 40,000 school bands in the United States, and the number is rapidly increasing. School music, as a cultural interest, is making itself felt.

San Francisco's Junior Museum

A Junior Museum, established in the fall of 1935, is the interesting and ambitious project of the San Francisco Recreation Commission. It seeks to help young people realize the beauties of nature, the important facts of history and the achievements of man, to illustrate the principles of science and to provide opportunities for creative education through various activities and hobbies. It is also its objective to help other existing agencies in developing and maintaining wholesome personalities in children.

The Commission hopes further, as the officials of the Brooklyn Children's Museum have expressed it, "to build up gradually a museum that will delight and instruct the children who visit it; to bring together collections in every branch of Natural history that is calculated to interest children, and to stimulate their powers of observation and reflection by collections and pictures, cartoons and charts, models, maps and so on, in each of the important branches of knowledge which is taught in the elementary schools.

"The museum through its collections, library director, curators and assistants will attempt to bring the child, whether attending school or not, into direct relation with the most important subjects that appeal to the interest of children in their daily life in the school room, in their reading, in their games and rambles in the fields, and in the industries that are being carried on about them or in which they themselves later may become engaged."

THE PURPOSE

"To make possible the complete visualization of the potential values which lie in the free time now available to the youth of the nation under our present economic set-up, if they can be led to utilize such leisure in wholesome recreational pursuits that not only provide enjoyment but lend their influence in developing the physical well-being, mental poise, personality and general outlook upon life that go to make fine, sturdy men and women and good, dependable citizens."

Activities

Already an imposing number of activities are being carried on. By April, 1937, boys and girls might be found busily engaged, after school hours and on Saturdays, in any of the following:

Nature Study. The study of wild flowers, trees and shrubs; collecting, pressing and classifying; casting flowers and leaves in wax, and wild flower painting trips are offered young botanists.

Those interest in geology may study rocks and minerals, volcanoes, glaciers, erosion, soil, fossils and earthquakes. They are shown methods of collecting and classifying rocks and minerals and are taken on field trips.

Birds, insects and amphibians are studied in the museum and in the field. Children learn how to collect, classify and mount insects. They go on bird hikes.

Would-be gardeners are offered garden architecture, gardening, flower arrangement, and may study soil, plant growth, flower books, the care

of house plants and the construction of miniature and rock gardens.

Those who love the beach and shore can study sea life in field trips and collect shells and other marine forms, classifying them, mounting and preserving them correctly.

Handcraft. Many a model hobbiest finds leaders and tools to help him in his "work" at the museum. Opportunities are provided for making models of aeroplanes, gliders, boats (modern and ancient), railroads and dwellings. The young scientist, too, may use the workshop, making bird houses, bird feeding stations and collecting equipment such as insect nets and plant presses. The geologist—or anyone else—may make relief maps of some area he or she has explored.

Clubs. Some of the activities are run on a club basis. In April of this year a child might choose from among the following clubs: Wildflower, Bird Study, Butterfly, Biology, Geology, Model Aeroplane, Model Ship, Model Railroad and Model Stamp Club.

Future Plans. As new material is added, more activities will be offered to the playground directors and their groups. The museum hopes in the near future to add forestry, Indian lore, basket weaving, leathercraft and art.

A program will be arranged for nature study walks and collecting trips to be conducted by a member of the museum staff. This program will consist of general nature study walks and bird hikes; wild flower, insect and rock-collecting trips, and trips to local museums and zoos.

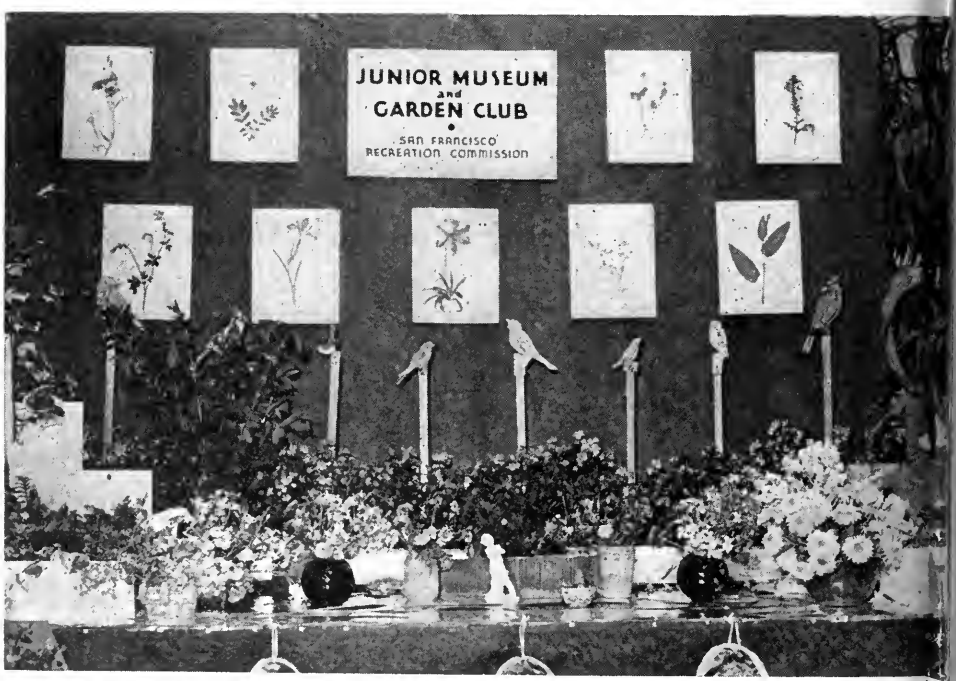
Children's Art Gallery. It is proposed that a central space be provided for California work, with smaller gallery cubicles for exhibits of other countries around the Pacific and general European and Eastern American cities.

"One of the most interesting manifestations in the world today is the art work of children. This is evidenced in numerous recent exhibitions and collections of children's paintings and sculptures. In the wake of the progressive movement in education and enlightened legislation in many countries, children's art work of a high standard of excellence and originality of conception has delighted and amazed the world of adult spectators and encouraged to greater expression the creative life of children."

Administration

The museum is a division of the San Francisco Recreation Commission, which has put in general charge of the museum and its activities a general committee with members from Stanford University and the University of California, from the California Academy of Sciences and similar institutions. The staff is made up of both employed and volunteer workers and consists of a director Mr. B. C. Walker, and a number of technical and clerical assistants.

Readers of RECREATION who wish to secure additional information regarding this interesting and unique experiment in providing a junior museum may obtain it by writing the Recreation Commission, City Hall, San Francisco, California.



Recreation Rehabilitates the Shut-in

By EDUARD C. LINDEMAN
Director
Recreation Division
Works Progress Administration

TODAY A NEW hope beats in the hearts of the thousands of maladjusted, handicapped, and underprivileged in our public institutions. State Recreation Divisions of the Works Progress Administration have, by providing trained leadership, led the way in an experimental program looking toward a more humane approach to the problem of readjusting these people to social life.

The need for a recreation program in their institutions has been recognized by heads of prisons, reformatories, detention homes, orphanages, and hospitals of all sorts. Mr. R. A. McGee, Warden of the New York City Penitentiary writes, "Everyone is agreed that recreation has a positive therapeutic value. However, the chief weakness of the recreational programs in institutions in the past has been a lack of skilled supervision." WPA leaders have been trained on the job for guiding children and adults in recreation activities. During the past two years, emergency recreation leaders have had an opportunity to offset the lack of supervision and conduct a program which is frankly experimental.

A recent survey of this institutional recreation program, now in its third year in many places, was made in fifteen states and New York City. Expressions of appreciation from institution officials show that the program is a success. It has adjusted individuals to institutional routines and left them with a healthy outlook, ready and anxious to resume a normal place in the life of the outside world. With its emphasis on the rehabilitation of the individual, it has moderated some of the traditional systems of discipline. Many public welfare heads have proved its value by accepting both the program and its leaders as a permanent tax-supported part of institutional life.

The policy of the emergency recreation program in institutions has been stated thus: "It is not enough to supply the medical and physical needs of those who are institutionalized. The complete person must be served. He must be assisted in his adjustment to institutional life, and to life beyond the institution walls. Institutions should not be regarded as places in which to confine people from whom society needs protection. Institutions should properly be regarded as centers of rehabilitation with an ultimate return to normal society as the objective.

"By providing recreation leaders to public institutions, it is hoped that the general public will respond sufficiently to permit the inclusion of these activities as a necessary and permanent part of institutional responsibility."

There has been little chance heretofore for laboratory analysis of a recreation program in action in institutions. Methods and procedures were of necessity experimental at first. Close cooperation with experts in criminology and mental therapy in basic research and observation of WPA programs has led to worthwhile discoveries. Some recognition has been given by members of the professions who have watched these experiments with interest.

Puppetry in Psychiatric Wards

The best known and most outstanding development has been the production of puppet plays in the psychiatric ward for children of Bellevue Hospital, New York City.* The emotionally-disturbed youngsters, obsessed with hatred of parents and all forms of discipline and order, have identified themselves with the puppet characters and found harmless release for vicious impulses. Through their spontaneous responses they direct the action of the play. These unconscious comments and

Recreation welcomes this opportunity to publish an article telling of emergency recreation programs in institutions. The National Recreation Association for a number of years has promoted play in institutions and since 1930 has employed a special worker who has given full time to helping institutions of various types develop recreational programs. The Association also maintains a bulletin service to institutions and from time to time publishes articles on some phase of the subject. Increasingly local municipal recreation departments are extending their services to shut-ins. It is encouraging to know that the Federal government, by supplying emergency recreation leaders to public institutions, is making a more widespread program possible in this important field.

* A complete report of this project may be found in "The use of puppet shows as a psychotherapeutic method for behavior problems in children" by Lauretta Bender, M.D. and Adolf G. Woltmann; pp. 341-354, *The American Journal of Orthopsychiatry*, Vol. VI, No. 3, July, 1936.

those made later when the children in a group discuss the play have given psychiatrists an insight into the character of their disturbances. Case histories of each child's reaction, made by nurses and doctors, are used to plan hospital and post-hospital treatment.

The main character in the majority of the plays is Casper, a German folk character similar to the English Punch. "He is eager, searching, curious, freely expressing his wants; active, responding to his inner needs, without feelings of guilt or anxiety; only wanting what he wants and determined to get it; he is aggressive if necessary, he is bound to succeed and he cannot be hurt, and after each adventure he is always ready for the next one; he is reasonably brave, but does not hesitate to run away when it is advisable; and he has a strong sense of his own superiority and no feelings of inferiority because there is always help at hand when he is too weak for any situation. In other words, Casper represents all that the child would like to be himself." Other characters —Charlie the monkey, the policeman, the alligator —represent familiar friends or enemies, particularly parents.

At crucial points in the stories, the audience directs Casper's actions in no uncertain terms. In answer to his question, "What shall we do about schools?" comes the roaring response, "Burn 'em!"

"What about mothers and fathers?"

"Kill 'em!"

But this time there are dissenting voices, "Let my mother alone." Sometimes fights break out immediately between the two factions. Casper cajoles. He asks how they would like to be killed, how they would feel if they no longer had mothers. In time the group agrees with the original dissenters.

The children themselves make the puppets, which helps them to see the humor and unreality in Casper being attacked by the bad alligator. The puppeteer, whom the children know as Uncle Casper, works very closely with them. Because of his identification with Casper the puppet, they find it much easier to talk intimately with him than with nurses or doctors. Information he gains in this informal way is most useful to the psychiatrist.

Recreation in Prisons

The recreation leader in the State Prison, at Waupun, Wisconsin, was faced with a difficulty common to most institutions. Because of the predetermined schedule of the prison, he had only a short exercise period in which to conduct his physical activities. The situation was met by his developing a new game which he calls scrimmage ball. This combination of soccer and basketball calls for four teams playing at the same time. With twelve on a team, it keeps forty-eight men in action all through this short period.

These organized games have helped to ease the tension for the men and have, in a way, reversed their standards. "Their attitude toward society is one of suspicion," writes the recreation officer of the prison. "It is a natural attitude and to be expected. This same attitude, in some isolated instances, carries over into any project of the prison. I am glad to state, however, that the great majority of the inmates have welcomed the recreation program. These men, however, are largely ignorant of the idea of sportsmanship, of fair play. . . . In the recreation program they are learning to abide by the decisions of others, to cooperate with their teammates, to accept and perform their duties in the game, to become a cog in a larger machine, to forget their own preference in favor of the well-being of something more important than their own individual interests—learning all this, not because of superimposed authority, but because it is taken for granted that they are there to play the game, and that is the only way to play it."

Craft work introduced into the prison ward of Kingston Avenue Hospital, Brooklyn, where women receive treatment while awaiting trial, has had a similar effect. A resentful and suspicious group at the start of the program two years ago, the girls now enjoy the privilege of occupation. They are proud of the woven, knitted, crocheted and braided articles made in the separate room set apart for their use. The design and workmanship of the articles are good, although the majority had had no experience in handicrafts.

Hospital Recreation

Hospital attendants often have reason to thank recreation leaders who make their work less difficult. In Kings County Hospital, Brooklyn, a serious problem was presented by the large group of children wandering through the halls on visiting day. Hospital regulations barred children under twelve from the adult wards on this day. When at last one person was injured, a request was made for a recreation leader to organize activities for these forty-odd stray children. A directed program of story-telling, active games, a

A youthful patient in St. Luke's Hospital, Riverside, California, drawing pictures to illustrate stories told him by a WPA worker.

singing games soon solved the problem to the benefit of the children as well as the hospital attendants. Mothers took an interest and went home with information about stories and games which might be taught their own children. A similar problem was solved by the same method in a Detroit Children's Clinic waiting room.

It has been found that music is very soothing to the insane. The State Hospital in Pontiac, Michigan, although skeptical of the outcome, allowed the WPA to set up a music project as an experiment within the hospital. It has turned out so successfully that the officials of the hospital are considering giving the project director permanent employment. It is a particularly impressive performance, the inmates singing, perhaps a little too lustily, in the chapel, accompanied by one of their number. An orchestra also has been formed in the hospital to play at concerts and small affairs, and especially at meal time. Although capable of carrying on a conversation, the inmates do not talk very much at dinner. Music fills the gap.

At Mendota State Hospital, Mendota, Wisconsin, social dancing has been added to the music program for the insane. The patients enjoy their dances, hardly able to wait from one number to the next. They conduct themselves in a surprisingly civilized and well mannered fashion. All are given individual attention.

The Physically Handicapped

Their physical handicaps need no longer cut off the crippled, the blind and the disabled from normal existence. No matter how limited the patient's abilities, they can often be expanded. Now the blind tap dance so well that on occasion they have been requested to provide an evening's entertainment, the crippled wrestle, and those with speech disorders debate. To accomplish these results, recreation leaders in institutions were forced to discover new methods of instruction.

In New York City the recreation program for the blind is as complete as any other program in the city. It includes swimming and bowling, forums, public speaking, games, dancing, dramatics, and music. Game room activities for children seek to develop the sense of hearing to replace in some degree their lost sight. Rolling a ball toward the person calling for it helps the blind child recognize the voice of the person speaking and estimate direction and distance from the sound. Added difficulties in teaching dancing are met when the participant is deaf and dumb as well as blind. Recreation leaders cooperating with the community workers for the blind have used a simplified code by which they tap out instructions in the palm of the participant's hand.

A program of physical activities, social dancing and simple dramatics is carried on in the Institute for the Crippled and Disabled in New York City. All patients, some wearing artificial limbs and carrying crutches, participate in at least a part of the program. Normal play with other members of the group helps to eliminate self-consciousness as well as provide necessary exercise. Muscular control is restored to many in the therapeutic pool, with swimming instructors assisting. Rehabilitation is carried as far as possible by close cooperation with the employment service of the crippled and disabled. Rhythm and motion in music, dramatics and games tend to ease the body strain and tension which are the base for many speech disorders. These activities form only a part of the full recreation program established by WPA in the National Hospital for Speech Disorders, New York City.

Convalescents at Play

The convalescent child is a problem all to himself, not so much to the physician as to the nurses. Sometimes, petulant with illness or restless with returning health, he tries various toys, tiring almost immediately. And here it is wise to remember that such petulance, such restlessness, would have to be met by busy nurses if the recreation workers were not available. Nurses think in terms of the very sick. A convalescing patient must be left to himself more or less. This the child patient resents. He has had attention, perhaps too much, from parents at home. His ego is hurt when a sicker child in the ward demands the nurse's attention, and he begins to marshal his needs and his demands. If ignored, he becomes fretful, more conscious of his physical condition, retarded in his convalescence, and a real problem to nurses.

In the Children's Hospital in Detroit there are four recreation leaders who are greeted by convalescent children with a friendly, "Hi, teacher!" as they make their daily rounds with three-tiered carts. Out of the carts come toys, games, sketch pads, crayolas, paper and paste, rubber balls and dolls. Attention is given to making special toys adaptable to the convalescing child. Paints, clay and similar materials are omitted because they are unsuitable to use in bed. The child is occupied, and at the same time creative. Often the desire to draw or build is awakened not by direct instruction but by bedside story-telling. Soon the child himself, instead of the leader, is drawing the illustrations for the stories. An attempt is made to bring even the most isolated child into this group activity.

"An occupied child is a child who gets well quicker," says Miss Roger, Superintendent. "He will not dwell upon his sickness, upon symptoms, etc., as will an adult, and if kept busy will have a healthy mental attitude toward his experience."

Tuberculosis Sufferers Benefited

In the tuberculosis wards particularly, recreation does more than merely occupy the child. At Metropolitan Hospital, New York City, the usual story-telling hour is built around the theme of food. This helps to stimulate lagging appetites, one of the symptoms of tubercular children. At the same time, politeness, neatness, personal hygiene, generosity and other good habits can be instilled into the children by giving these traits to the likeable characters in the stories. The program gives attention, too, to singing games which do not tire the children. But the illusion of motion in these action songs makes them a satisfactory emotion and energy release.

Biblio-Therapy

Book service has been provided for patients in all types of institutions. The service is expanded to personal interviews to determine reading preferences. The distribution of books has been correlated with other activities, particularly discussion groups, which are conducted even for the children. One more tie is thus established between the group inside and the world outside through reading and discussion. It is interesting to note that a New York doctor has applied the title of "Biblio-Therapy" to this program.

Facilities

One of the major difficulties recreation leaders found at the start of the program in institutions was the inadequacy, or total lack, of facilities for recreation. A survey of the facilities was undertaken by the WPA in Wisconsin as one of the first acts in the program. A file of floor plans and layouts for existing buildings and areas is now available in the state office. When this information is matched with the need in each locality, they have a basis for intelligent planning.

Meanwhile, construction or repair of recreation facilities has kept up with the bare necessities of the program. Ingenious methods have been used to transform rooms and buildings lying idle into tenable quarters. A former dance hall was transported in two parts from Madison to the State Hospital at Mendota, ten miles away. There it serves both as social center and field house; it is located at the head of a large area which will soon be a new athletic field. Well-equipped playgrounds occasionally were discovered to be unused or misused because of lack of leadership. Craft rooms were re-decorated by the participants themselves, tools solicited, and articles made entirely from scrap material.

Every state report shows that institution directors have recognized this need for facilities. Public institutions are now proceeding with building programs in most cases; private agencies have been unable to do as much because of lack of funds. Encouraging cooperation has come from interested bodies which enabled many to carry on with makeshifts. Donations made it possible for the Monroe County Home, Rochester, New

(Continued on page 451)

The Art of Pitching Horseshoes

By TEMPLE R. JARRELL
Department of Playgrounds
Washington, D. C.

IN ANCIENT TIMES, when Rome and Greece were world powers, the soldiers found exercise and sport in throwing the discus. The camp followers could not indulge in such contests because they lacked both the money to buy a discus or the means to manufacture one. However, when horseshoes were invented to protect the hoofs of animals traveling over mountains or through rock-strewn passes, the followers picked up the discarded shoes, and fashioned them into discus form.

At first they merely tossed the closed horseshoes through the air aiming only for distance. These people soon tired of this form of play because tossing the light imitations of a heavy discus was not highly entertaining. Seeking for some game where quoit throwing could be made truly competitive they settled upon the quoit pitching game of today by pitching at a stake. The discus or quoit nearest the stake counted a point.

Years later these people grew tired of bending a horseshoe into a circle so they merely tossed the shoes as they were found. This was the beginning of horseshoe pitching which in modern times has come into popularity with tremendous strides while quoit pitching, so far as the United States is concerned, is almost a lost art.

The pitching of quoits and horseshoes, started by the nondescripts and derelicts who trailed the ancient armies, found great favor among the soldiers and quickly became a sport among Grecian and Roman royalty, nobility and aristocracy. The crowned heads of Europe played one or both games all through the centuries. England boasted of having the greatest quoit and horseshoe pitchers in the 17th, 18th and 19th centuries.

The game of horseshoes was played under haphazard rules until 1869 when the English drew up the first set of rules and regulations. The same rules applied to both horseshoes and quoits. Later these were changed, the two games were separated and a different set of rules was drafted for each.

Just when horseshoe pitching was first recognized as a sport in the United States is not known. However, the game was extremely popular among soldiers of both armies during the Revolutionary War. Whether the game was played in the United States prior to that time or was taught to Americans by captured British troops is unknown.

The first actual horseshoe pitching club in this country was known as the Tourists Club and was formed in Long Beach, California, in 1900. Horseshoe pitchers from all parts of the United States and Canada enrolled in this club. This was followed by the creation of similar organizations throughout the country.

In 1909, the little town of Bronson, Kansas, announced the first international horseshoe pitching contest, declaring, "this tournament is open to the world." Frank Jackson, an Iowa farmer, was the winner of this contest. This tournament led to others elsewhere and the outcome was the creation in 1915 of the National Horseshoe Pitchers Association of America, which, until 1929, was in complete control of the sport and conducted tournaments in the south during the winter and usually in the middle west during the summer months. This association is now a professional organization.

An amateur organization called the American Horseshoe Pitchers Association was formed in 1929, with headquarters in Chicago. It enlisted the aid of newspapers throughout the United States to arrange a nation-wide amateur championship tournament. These newspapers conducted horseshoe pitching contests in their own territories in 1930. The winners of the local tournaments participated in the national tournament in Chicago in September 1930.

How to Pitch Horseshoes

A diagram showing the layout of a standard official horseshoe court is presented in Figure I. A typical official horseshoe, showing its blade and toe and heel calks is illustrated in Figure II.

The one and three-quarter and the one and one-quarter turns have proven to be the best turns to use in pitching the shoe.

Mr. Jarrell was the Maryland State horseshoe pitching champion for the years 1935-1937. The interesting material he presents on the historical beginnings of the game has been taken from the *All-Sports Record Book* and is used by permission of Frank G. Menke. Copies of this book may be secured from Mr. Menke at 235 East 45th Street, New York City.

The One and Three-Quarter Turn. When using this turn, the shoe revolves one and three-quarter times as it passes through the air from the hand of the pitcher to the stake. A diagram of the turn is shown in Figure III.

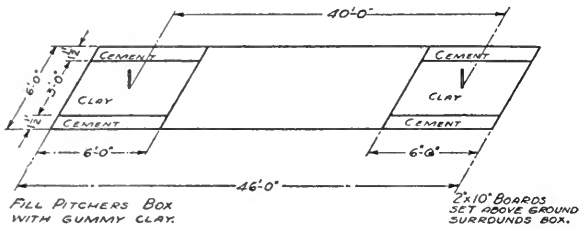


Figure I

If correctly thrown, the heel calks of the shoe should first touch the clay surrounding the stake and the open section should be pointed toward the stake.

In throwing the one and three-quarter turn properly, one should firmly grasp the shoe in such a way that the thumb is placed on top and straight across the shoe blade, four inches from the heel calk. The knuckle of the forefinger is placed under and wrapped around the inner circle of the shoe, two and three-quarter inches from the inner projections of the hook at the heel of the shoe. The thumb and forefinger release the shoe last, thus giving it the turning motion required. The fourth and little fingers are placed next to and touching the toe calk. These fingers act as a brace. The middle finger, located under and wrapped around the inner edges of the shoe, in the same way as the forefinger just described, act as a support as well as a governor to slow down or speed up the turning motion of the shoe. The height at which this turn is thrown should be between six and a half to nine feet from the ground.

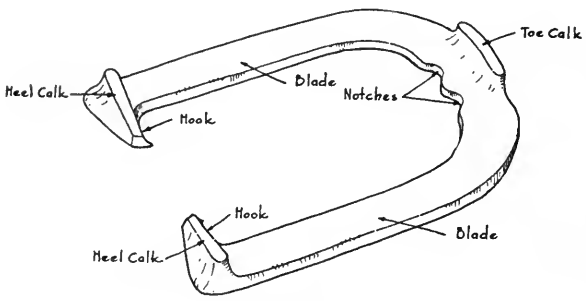


Figure II

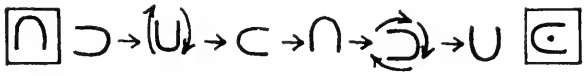


Figure III—The One and Three-Quarter Turn

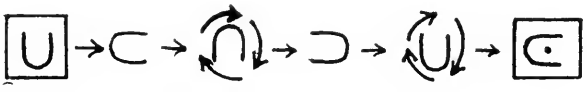


Figure IV—The One and One-Quarter Turn

The position of the feet of the pitcher is an important item. He should stand with his feet together, side by side. A right-handed pitcher should stand approximately eighteen inches to the side and slightly to the rear and to the left of the stake. A left-handed pitcher should stand to the right of the stake.

The One and One-Quarter Turn. The one and one-quarter turn which revolves one-half a turn less than the one and three-quarter turn and which is shown in Figure IV, is obtained by wrapping the fore and middle fingers around the inner edge of the shoe with the thumb extending across the top and between the tips of the above fingers. The third finger may either be wrapped around the inner circle or held under the shoe to aid the little finger in balancing the heel. These latter two fingers greatly aid in leveling the shoe as it leaves the hand. A firm grip is absolutely necessary so that the shoe will not slip before the follow through is completed.

The better one and one-quarter pitchers grip the shoe nearer the heel calks with the little finger pressed against the calks in order to obtain the longer swing and a well landed shoe. The height of the shoe should be between seven to ten feet from the ground.

One should remember that the grip is the only part of the body which is not relaxed while pitching. The shoe, in order to secure the correct degree of wobble, should be held at an angle to the ground rather than in the flat position, that is, held parallel with the surface of the ground.

It is also important for one to sight the shoe and the stake before starting the backswing for the delivery. Robert Brown, former New York State horseshoe champion, in his article, "You Can Improve Your Horseshoe Game," in the March, 1935,

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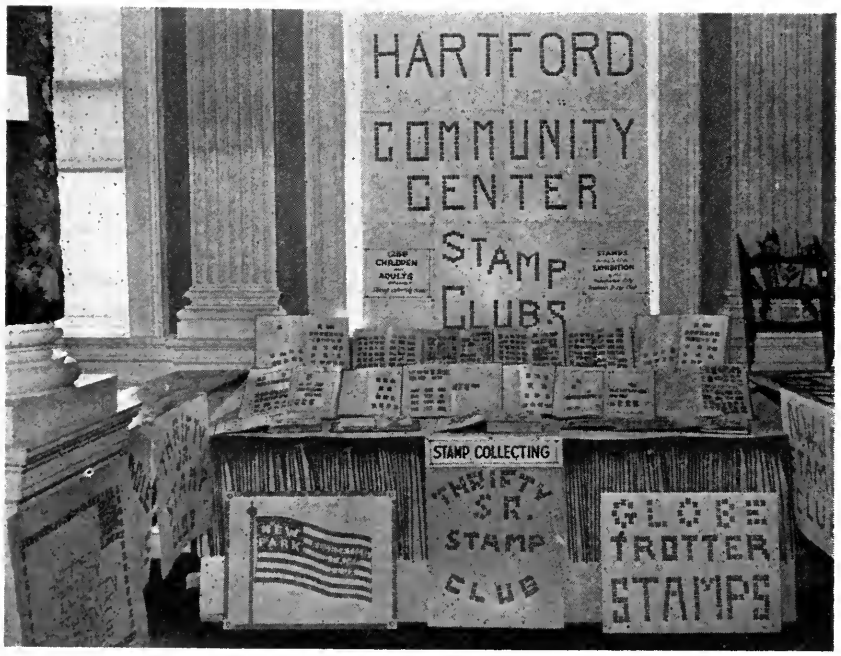
Stamps and Recreation

By
JOHN M. HURLEY
Park Department
Hartford, Connecticut



THE COLLECTING and studying of stamps is an educational-recreational activity well deserving of a place on a well-rounded recreation rogram. The cultivation of this hobby as a orthwhile leisure time activity is highly desirble, embracing as it does history, art, geography, ivics, printing, design, financial valuations, conentration, research and social contacts — a cominations probably unequalled by any other form f recreation.

Curiously enough, while there is scarcely a own or city in the country without stamp clubs nd stamp collectors, as a part of the recreation rogram this activity has been all too often overooked. In fact, this fertile field is, officially, gnored entirely in many municipalities where hilately flourishes among children and adults.

Some of the values of this hobby are to be ound in the fact that it sets no age limits; that has not only a permanent value to the indiidual but a constantly increasing one; that it is ot new but has been passed on from generation generation, and that it has an appeal for all lasses, the poor as well as the rich, the slowitted as well as the brilliantly intellectual.

Hartford, Connecticut, the insurance center of ne world and the capital of the state where Jncle Sam daily delivers a tremendous volume of nail, is a city that for years paid little attention its opportunity. This, despite the fact that few laces harbor more stamp clubs and philately nowhere enjoys more widespread popularity. It was ot, however, until Federal funds enabled Supervisor of Recreation James H. Dillon and his WPA-Recreation Division to enlarge the indoor program for the community centers that stamp clubs were organized as a supervised recreation project.

There has never been an activity in Hartford greeted with such instantaneous success and approval. Boys and girls and adults flocked to the clubs, parents dug into trunks and attics for collections, many of them valuable, that were started years ago, and young men who previously shunned recreation centers began to attend and gradually extended their interest to other features of the program.

Realizing that expert guidance and instruction was a prime requisite for the success of the clubs, Mr. Dillon launched his plan by obtaining the services of Joseph S. Miller, an outstanding authority who has devoted a lifetime to the study of stamps and who had the added advantages of years of experience as a teacher.

Mr. Miller is a firm believer in the importance of philately for children and as a vital force in educational recreation. "I believe," he says, "that in addition to the training in cleanliness in the proper handling of stamps and the neatness of their arrangement in albums, the knowledge gleaned of history, art, geography and civics tends to make the child more alert and emphasizes in the eyes of children the constantly changing wonders of civilization in the past and the present."

As a beginning, Mr. Miller organized ten groups of girls and boys in ten different community centers into stamp clubs. He met with

these groups at least once a week. Only girls and boys were accepted who displayed a genuine interest in stamps. Mr. Miller supervised each meeting and divided the members into age groups, the younger ones meeting afternoons from 3.30 to 5.30 o'clock and the older ones in the evenings from 6.30 until 8.30 o'clock. In order that each club might function smoothly and properly, simple constitutions and by-laws were adopted and definite programs put into effect. Officers were elected for a term of three months, and many children were found with a considerable knowledge of parliamentary procedure, thanks to their affiliations with school clubs.

At the Club Meetings

Each meeting comprises two distinct sections, one the business and educational, the other the trading period. At the educational session Mr. Miller tells stamp stories of all countries, illustrating them with displays of actual stamps from his extensive collections, and keeping the members informed on current trends in philately. For example, if a new stamp is announced, he describes its historical significance, its design, color, peculiarities and perforations, and even arranges for the students to obtain covers from cities of first day issue.

When this part of the program is over the trading (and excitement) begins. Each member has an album and a box of duplicates for exchange. When a youngster finds a stamp he desires in another's collection, to obtain it he must permit the other to rummage through his collection to find a stamp or stamps of equivalent value or desirability. Such procedure adds zest and friendly rivalry to the meetings.

Parents display almost as much interest in stamps and the clubs as children. Many attend the meetings with their children and help with advice and encouragement. Several have passed on to children collections of value, including one that has a rarity that would command several thousand dollars in the philately market.

From the outset the collecting of stamps as a financial exchange was not encouraged for it is liable to detract from the educational value of the study. In the clubs the children are prohibited from buying or selling for cash, and every transaction must be on the basis of trading. The financial phase, however, is never absent from Mr. Miller's mind for, underlying all his plans, is the hope that in years to come the collections now in the process of accumulation will have a sufficient monetary value so their cash equivalent will pay, in whole or in part, for a college education for the young collector.

"I have seen this work out many times and to the enormous benefit of the child," Mr. Miller asserts. "Many children start collecting when they are seven or eight years old. Parents start collections for others even younger than that. When these children are ready for college their collections have grown in size and importance and can be converted into enough cash to pay for one or more years tuition."

In the stamp classes Mr. Miller devotes particular attention to the less fortunate type of children whose parents cannot afford an outlay of money either for stamps, albums or outfits. In his efforts to provide equal benefits for all members, regardless of race, creed or financial standing, Mr. Miller has required children whose affluent parents went to extremes to encourage their children's interest, to give up expensive albums and costly purchases. In their place, he insists they acquire and use cheaper books more in keeping with the other children in the class. The album, of course, is the beginning of the collection, and an ordinary ten cent variety is preferred because its cost is within the reach of practically every child and because it keeps all the young collectors on the same level.

Mr. Miller helps the youngsters acquire their first stamps, restricting their early efforts exclusively to United States issues. He himself donates and distributes hundreds of specimens from his own collection. His usual procedure is to prepare a pailful of unsorted, mixed stamps and permit each child to help himself to a handful. He then supervises the drying, sorting, identification and posting of each stamp.

"It is encouraging," Mr. Miller says, "to see how the children of better financial status help their less fortunate club members acquire a collection. They are very generous and often go out of their way to cooperate, giving freely of their own stamps from duplicate stocks and trading books."

The history of every stamp is studied, both from a philatelic and historical standpoint, particular attention being paid to the period, the geography, the purpose, the person or place or event it honors, its characteristics, color, pattern, printing and paper. When the new Army an-

(Continued on page 453)

New Audiences

Of the 5,000,000 people attending outdoor Caravan performances since its inception three years ago, 75% had never seen the "living" stage

Courtesy WPA Federal Theater Photos

THE CARAVAN theaters are perhaps the most ingenous device the WPA Federal Theater has discovered in its campaign to make this city "theater conscious." Audience figures released by the project on the vast number of persons attracted by these mobile units, tell a most convincing and heartening story.

The caravan is a large trailer van, drawn by a truck. The trailer itself is a compact unit, carrying stage equipment, dressing rooms and complete amplification systems. Closed it measures 8 feet wide, 30 feet long and 8 feet 6 inches from floor to ceiling.

Back of the Scene

It takes workmen about an hour to ready the Caravan for production. A front collapsible apron unfolds into a stage, and an apron extended from the back and complemented by folding tarpaulin walls and ceiling forms separate dressing rooms for male and female players. Opened the van measures 20 feet deep, 30 feet wide, 12 feet 6 inches from floor to ceiling — thus providing ample space for the actors to make their exits and to perform without falling over one another on the stage.

Electricians plug in on the nearest available city outlet and see that the lights are working properly, while stagehands get the scenery in order for the production. The show is then ready to go on.

The smooth performance of the Caravan sound apparatus these last two seasons was not achieved without difficulty and experimentation. Technically the unit has made long strides forward since the first Caravan rolled into Thomas Jefferson Park in July, 1934 under CWA auspices. Burns Mantle, who was present, records: "The amplifying system was not working, and when it did work a normal amplification was frequently interrupted by those screeches only a protesting amplifier is capable of making."

Mayor La Guardia who formally opened the Caravan's first presentation, "Uncle Tom's Cabin," was like many others, displeased with the mechanics. Through his active encouragement and the tenacity of Cleon Throckmorton, then head of the Federal Theater Workshop, a sound system was evolved which could throw the voice of the actor to the farthest corner of the park. The amplifiers are of the same type used in Madison Square Garden, and what is more important, they do not record the noise in front of the footlights.

Mechanics were not, however, the only worry of government theater administrators. Just as perplexing was the problem of ascertaining the type of theater fare the caravans could safely offer to its movie-bred audiences.

The Audiences Approve!

Early repertoire included "Uncle Tom's Cabin," "Baby Mine," "The Whole Town's Talking," "The Goose Hangs High," and "Aladdin's Lamp." It is interesting to observe the reaction of these new theater-goers to favorites of a past era. Sanderson Vanderbilt reports the comparative reactions of two types of audiences for the *Herald Tribune*:

"The reaction of the audience, however, to this type of throwback to the last century, ("Uncle Tom's Cabin":

ed) as well as its response to the sinister and duly emphasized evil nature of Mr. Legree, was radically different from the playful hiss-the-villain parties which have suddenly come into vogue among enlightened theatergoers. It was evident from the first that these wide-eyed, serious men and women, boys and girls in the audience were emotionally moved by the fair-haired, innocent Eva and the wicked, brutal slave dealers of New Orleans.

"In this regard the actors found a more truly sympathetic audience—and one more ready to respond naively to straight-forward character portrayal—than is the case of those who appear on the boards in 'The Drunkard,' where a beer-drinking group jeers the villain and applauds virtue more as a game than because the play really carries emotional appeal."

The constant outpouring of thousands of people from tenements and apartment houses, and the increasing weekly and yearly attendance, prove that the people, once introduced to the magic of the living stage, find in it a vital and appealing medium of entertainment.

Letters which came in the hundreds to the project expressed the gratitude of men, women and children—sometimes humbly—for the theater entertainment the government gave them without charge.

The Federal Theater, on the whole, has paced its productions well. Audiences had developed to a point during the second year where it was considered prudent to introduce on the trucks Shakespeare's "The Comedy of Errors," "The Emperor's New Clothes," "Broken Dishes," along with "Love 'Em and Leave 'Em," "Adam and Eva" and others of a similar type. This season shows the most remarkable advance in theater fare. On a tour this writer made she was delighted to find Paul Vulpius' "Help Yourself," Sinclair Lewis' "It Can't Happen Here," Gilbert and Sullivan's "Iolanthe" and a revival of "The Emperor's New Clothes."

Altogether twenty productions, covering a wide range of audience appeal, were readied by the Caravan unit for its trucks this summer. Other plays which we did not have an opportunity to witness include: "Pierre Patelin," "Jack and the Beanstalk," "Pirates of Penzance" and "Show Off."

Outdoor audiences are perhaps the most enthusiastic, the warmest before whom any group of actors have ever had the privilege to perform. Because of its very motley composition—men, women and children of all ages are the auditors—the actors must decide for themselves whom they must reach beyond the footlights.

Judging by results, the players have adapted themselves admirably to these conditions. At a performance of the "Emperor's New Clothes," a charming children's fantasy, emphasis was placed upon the youngsters — and naturally so. It was the children who howled with delight at the antics of Zan and Zar, the two zanies. Nor has this writer ever witnessed a more satisfying sight. Even more so at one point in the play when Zan and Zar search for a sign reading "The Street of the Royal Weavers," which was at one side of the stage. Every child in the audience rose to his feet, pointing, shouting excitedly and directing. One child who could no longer contain him

(Continued on page 453)

Presenting proof that children are by no means the only ones in the audiences who enjoy the performances

Courtesy WPA Federal Theater Photos

Sports "Carry-Over" in the Home Recreation Program

By W. A. KEARNS
Superintendent of Recreation
San Diego, California

FOR THE PAST two decades directors of physical education and recreation have increasingly emphasized the "carry-over" values to be found in public school and college programs of physical education. In other words, is it more valuable for a boy to spend his time in becoming a skilled hurdle racer or a proficient swimmer? Will he be a hurdle racer between the ages of twenty-five and sixty years, or will he be more likely to swim for health and pleasure? Would he be likely to use his skill as a hurdler more than his knowledge or ability as a swimmer, in contact with his family and friends as he seeks recreation and healthful enjoyment?

The answer is obviously in favor of such activities as swimming. Swimming and the less specialized and less competitive sports have a far greater carry-over value than javelin throwing, shot putting, mile running and similar sports, such as football, baseball and basketball. These sports have a place in the program but they do not have the carry-over value. A man who, as an active student, has been trained even moderately in tennis, swimming, golf, badminton, volleyball, horseshoes, croquet, paddle tennis, archery, shuffleboard, gymastics and similar activities, is conceded to have a far greater opportunity for later enjoyment than one who may have had outstanding ability in one or more two-team sports.

That is what we mean by carry-over value in sports. Their utility in later home and private life constitutes their value.

Dad Comes Into His Own!

Unfortunately, most men have become absorbed in their economic success to such an extent as to shut out constructive recreation for themselves and families, their sole participation often being simply conversation around the luncheon or bridge table about "who will win prominent football games" or the "next world series pennant." They thrill, bet on the games, and have quite an intimate knowledge of all games, but do not give time to their boys and girls who are hungry for the companionship to be found in family recreation.

It is well contended, however, that the thinking father will not neglect to provide sport activity for his family. He will equip his own backyard so that it will provide wholesome fun in various seasons. The backyard playground movement, as promoted by the National Recreation Association through many city recreation departments, is the result of an evident need for putting into use the sport knowledge gained in earlier years. Much progress has been made because of the growing sense, on the part of parents, of their responsibility to their children for planning for the mutual enjoyment to be found in family participation in body-building, socializing, sports activities.

It is at this point that parents will find use for carry-over activities. The whole family responds when dad shows a keen participating interest in almost any activity. Children know dad is a hero, and glory in seeing him do things. Fortunate indeed is the man who has been trained in the skills which are most usable for such a home program! Simple activities take on importance under such guidance and interest. Croquet, for example, a game which the modern athlete might not wish to be seen playing, is nevertheless a game! There is opportunity for sportsmanship, consideration for opponents and fair play to be taught and learned in such a simple game. Dad may have been on the college teams, and though he has taken on forty extra pounds around the region of his belt, the same timing, judgment of distance, consideration of space and spin of the ball, and strategy can be employed in the simple game of croquet. In table tennis, a game now highly developed with national championships, will be discovered an unbelievably interesting activity calling for all degrees of ability, making it suitable for young or old. Volley ball and badminton require much accuracy,

speed, distance and position. The man who may have played left field or received punts on college teams can find ample opportunity to use his knowledge in teaching the whole family the same technique in these simple backyard games, as well as can an expert tennis player.

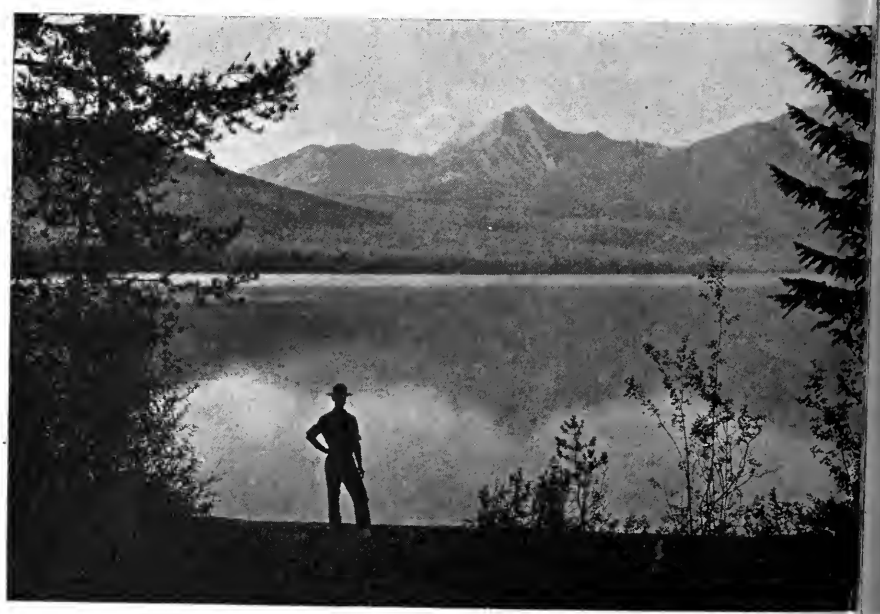
We hear parent education greatly stressed in Parent-Teacher Associations and similar groups in an effort to create a new feeling of parental responsibility for the proper program within the family. It is an embarrassing fact that many American parents have more or less unconsciously turned their children over to the many boy and girl organizations and to the public schools. To some this is a logical development; others are not willing to surrender to any organization the most important and vital privilege of being a real mother or dad. It is a proud boy or girl who can look forward to regular fun with dad and mother. The joyous anticipation of the week-end outing and sports with them will go far to buck up the lagging energy of the adolescent boy or girl. The confidence and understanding between parent and child, so vital for proper guidance in habit forming years, is naturally and surely established through the comradeship built up in sport activity interest. Such relationship is difficult to get if the "crowd" which makes up our vast multitude afflicted with spectatoritis, is followed. A hundred families participating separately in home recreation are of more value than ten hundred in grandstand seats watching modern gladiators on the athletic field. The sharp disagreement found today concerning over-emphasis in college athletics has to do with the carry-over in adult life that can be made of the skill thus learned.

Many Activities Possible

A plan is more essential than elaborate equipment. Facilities for home activities are not a difficult problem. A desire and a planned program are the first steps. Many plans and suggestions for suitable equipment are made available by city recreation departments. While week-end outings will always attract—and the automobile has made a great contribution to this form of recreation—many young people desire a greater variety and a rest from riding. They will increasingly prefer to play tennis, badminton or practice archery. In the winter, table tennis is an excellent game for all of the family, and there are many other table games. Dart games with many variations are also good winter evening activities.

Regardless of the weather, a good hike with a fire for broiled steaks and toasted buns will make good sports of almost any family group, though they may be physically worn. Each section of our country is blessed with certain advantages when desirability for hiking is considered. The National Parks, as they have been increased in size and equipment, offer attractive and ever alluring places for recreation. Shelters in these areas are provided with water, fireplaces, and often bunks for seasoned or casual hikers. Our larger cities provide such facilities within city park limits which are more easily accessible for family use.

(Continued on page 453)



Where could a more delightful setting for family recreation be found than that provided by National Parks?

Courtesy Department of the Interior

Model Airplane Clubs in Detroit

By ARTHUR J. VHAY
Aircraft Director

The making of model airplanes is an integral part of the program of the Department of Recreation of Detroit, Michigan. A director employed full time has been in charge of the airplane program since 1926 when it was initiated. Its development has been marked by success.

THE MAKING of model airplanes is an integral part of the recreation program of the Department of Recreation of Detroit, Michigan, with a full-time aircraft director who has guided the program since 1926.

Our model airplane program in Detroit began simply enough with the organization in 1926 of a club of forty boys in one of the recreation centers. At the end of the second month boys were coming from eight to ten miles to attend the weekly meetings. By Christmas of that year the enrollment had passed the hundred mark and several other clubs had been started. Since then the number of participants has increased rapidly. Twenty-two clubs now meet each week enrolling over fifteen hundred boys who build on an average of five hundred planes a week. The staff has been increased by four WPA workers. The Model Aircraft Division of the Recreation Department occupies several large offices and work rooms in the main building of the Recreation Department and has a small experimental laboratory where a liquid chemical called microfilm is made which, when applied to the surface of the water, forms a transparent film that is then applied to the framework of the plane instead of paper because of its lightness.

At the beginning of the program the cost of materials was too high for many of the club members, and the essential materials were purchased by the city so that a member of a Model Aircraft Club can save fifty per cent on the cost of materials in comparison with retail prices. The program in no way conflicts with aero subjects in the schools, but supplements it, stressing practical construction and contests.

Rules were drawn up to guide and regulate these activities, but with the ever-changing and advancing techniques and developments in aircraft construction, the rules had to be changed and made more flexible to permit the builder to put his own ideas and experiments into his original models. Model aircraft developed into an activity of mental concentration and ordered thinking, molding character and indicating a vocation which a boy could follow in later years.

Membership

When a boy wishes to become a member of a Recreation Aircraft Club he must obtain an application blank to be signed by his parents. The signature is required in order to bring the parents closer to their sons' recreational activities and to give them a clearer idea of our program. Upon return of this card the boy pays a fee of twenty-five cent as dues for the year. This money is used in providing membership pins, annual trophies and prizes for each city championship contest. The boy is then ready to start his model aircraft career.

Listed on our roster are boys of ten years, many high school boys studying aero courses, and college men registered in the school of aeronautical engineering. We also have a special group of adults who use model aircraft as their hobby.

Winning a Membership Pin

The first plane the boy builds must be a R.O.G. (Rise Off Ground.) This plane has a stick fuselage and a detachable wing. He learns in making it something of primary aerodynamics, for the same principles that cause this small plane to rise and fly cause all planes to begin and sustain flight. After a few weeks of this R.O.G. construction and the theory of flight, the boy is given a test in which his plane is required to fly fifteen seconds from a ground start and thirty seconds from a hand launching. The boy must be able to answer and give reasons for those answers for the control of flight and know the names of fifteen parts of an aeroplane. When this test is successfully passed the boy receives a membership pin.

Earning the Aviator's Pin

After showing an elementary knowledge of aircraft, a second step is taken to obtain an Aviator's Pin, for which the following tests must be passed:

1. Indoor endurance model; 20 to 40 inch frame; flight two minutes.

2. Outdoor endurance model; 20 to 40 inch frame; flight two minutes.
3. Commercial model; enclosed fuselage; adjustable wings; flight 30 seconds.
4. Miniature model—similar in appearance to a real plane, but need not be of any specific make. It must have hollow wings, cambered surfaces fully covered by double surfaces on the wing areas. All controls must be movable.
5. Hydroplane—any size; must sustain its weight on water; taxi take-off and land.
6. Biplane—stick model; 6 to 8 inch fuselage. Flight two minutes.
7. Standard R.O.G—flight one minute.
8. Glider—correct detailed construction; smooth even glide.

This group of tests usually requires about one and a half years to complete. Since a broad field of model aircraft and theory of flight is proven in the requirements, the Aviator Pin is eagerly sought.

The Ace Test

The next advancement requires a rounded knowledge of all phases of aircraft flight and construction and is rarely qualified for by anyone having less than six years of model-building experience. The standards are set high and the boy passing the Ace Test can justly be proud of his accomplishments. The test is as follows:

1. A historical thesis of not less than one thousand words on the progress of aircraft throughout the world and the achievements of aeronautical engineers in giving the public our modern planes and equipment.
2. Indoor flight with a plane of his own design; flight six minutes.
3. Outdoor flight with a plane of his own design; flight six minutes.

These tests cannot be passed during a contest and all planes must be rubber-powered and rise off the ground by taxiing on revolving wheels.

Cooperating Organizations

Our Department has been greatly pleased with the cooperation of the other City Departments. The Board of Education permits our clubs to meet in school auditoriums and gymnasiums after school hours. The State Department of Agriculture allows us the use of the Coliseum, a large structure located at the Fair Grounds which has a ceiling about three hundred and fifty feet above the floor, making it ideal for duration contests. The Detroit Police Department gives us the use of the Police Armory and takes a great interest in the activity. A prominent juvenile court judge is often selected to judge at our city contests. The Wayne University and the University of Detroit Engineering College are always eager to lend whatever facilities we need to assist our members in this aircraft work.

After eleven years of conducting this activity, we in Detroit believe that we have established a system of maintaining and operating vocational recreation which is suitable to any community interested in this activity and we stand equipped, ready and willing to at all times give such assistance and information as might be desired by any recreation department.

A Model Airplane Meet

Boys poured into Detroit by train, bus, airplane and every variety of automobile and trailer to take part in the National Model Aircraft contest held in that city July 8th to 11th. Two hundred and thirty-six boys from sixty-six cities in nineteen states and from two foreign countries were among the prize winners, and there were 236 boys entered in the indoor events and 371 in the duration or outdoor events.

The meet was held under the auspices of the contest committee of the National Aeronautics Association. The Detroit Recreation Department was in charge of equipment, facilities and technical details and supervised the running off of the events. Officials of the United States Department of Air Commerce were present as observers.

In a radio address the chief observer for the Department recommended that the officials of all model builders' clubs make a special effort to organize all people interested in aviation to exert a greater influence in their communities to bring together air-minded youth and direct them into channels of authentic information. He also urged a concerted effort to influence public opinion so that fear and uncertainty in the minds of many groups in regard to aircraft in general might be dispelled.

The meet ended with a banquet at which all contestants and officials were guests of the Ford Motor Company. Next year the Kiwanis Club will sponsor the contest with the Detroit Recreation Department again conducting the meet.

Among other cities promoting model aircraft programs through their recreation programs is Chicago. The Chicago Park District has enlisted hundred of boys in this activity and has developed plans and techniques in construction and flying operations which are resulting in many unique and advanced models.

Some Adventures in Nature Recreation

UNDER THE GUIDANCE of two nature specialists the children on the playgrounds in Westchester County, New York, are finding opportunities for exciting adventures in nature study. A quick trip to some of the communities in the county will reveal the varied activities of this nature program.

In Peekskill there is a nature walk every day; children with talents in arts and crafts are encouraged to paint or draw nature motives; interpretive dancing based on a nature theme has been stressed this past summer, and each child has contributed a page of his own findings to the group scrapbook. The children have caught turtles, snakes, toads, frogs and lizards for study and gathered leaves, flowers and insects for collections.

Rye boasts a nature club and a volunteer speaker's bureau which provides authorities on nature subjects each week. Children are stimulated to extensive work in nature through the awarding of points in nature study. For instance, a child who collects fifty Japanese beetles or ten different leaves, or who makes or identifies the calls of ten birds, receives an award of ten points for nature study.

Other communities served by the specialists report leaf identification, tree maps showing the different trees on the playground, construction of nature trails and the making of scrap books. The facilities of the Museum of Science and Arts in Yonkers have been made available to the playground children in that community for the study of stones, minerals and trees. Eleven playgrounds in New Rochelle send children interested in nature to the Huguenot Museum.

At Mamaroneck, on the other hand, nearness to the beach has resulted in great interest in collections of shells and crabs. In Eastchester there is a tree club, in Hastings, a Junior Garden Club.

Four special trips, called "nature treasure hunts" were organized by the nature specialists during the past summer—one to the Blue Mountain Reservation to study all forms of nature; one to Poundridge Reservation for nature trails; a third to Bear Mountain, to visit the trail-side museum, and the fourth to Manursing Island Park for an early morning bird walk.

Suggestions to play leaders interested in developing a nature work-shop in their local communities are offered on one of the specialist's reports. The projects outlined by her, which may easily be adapted or developed by any community, are as follows:

1. Plan and lay out a nature trail.
2. Make a nature scrapbook for the playground as well as individual scrapbooks.
3. Make a collection of "nature findings," i.e., flowers, leaves, insects and stones, for exhibition purposes.
4. Keep a nature corner when an indoor room is available.
5. Make an illustrated report on one of the folfollowing topics, showing how playground members can aid in the control of these destructive forces:
   (*a*) Japanese beetle
   (*b*) Elm tree beetle
   (*c*) Tent caterpillar
   (*d*) Forest destruction (fires, etc.)
6. Make an outdoor garden where possible on the playground—or window-box or dish gardens where no other space is available.
7. Form a nature club to interest other children in the playgrounds.

Essex County, New Jersey, through its County Park Commission provides a nature ranger who last summer visited the playgrounds and made it possible for children to enjoy nature exploration and adventure in the parks and who also con-

ducted visitors from various municipalities through the Reservation.

Recreation departments which were unable to arrange picnics and nature walks in South Mountain or Eagle Rock selected a park near their own grounds for the trips and a ranger was sent to them.

Eleven bus loads of children, representing those of the Essex County park system playgrounds where interest in nature activities was greatest and where the park itself afforded the fewest opportunities for exploration, were taken to South Mountain or Grover Cleveland for a day's picnic which included a nature walk and an opportunity to cook a meal at an open fireplace.

The nature ranger has proved a desirable addition to the recreation staff, and present plans provide for the continuation of his work as an integral part of the program next year.

State park authorities are in increasing numbers providing nature guides to add interest to the opportunities offered in the parks. In the state parks of Oklahoma, for example, a series of Sunday nature study tours has been initiated, with geologists and wildlife specialists serving as guides. The first trip held was attended by more than 500 people. In planning for the tours publicity was launched on a state-wide basis six weeks in advance, with stories distributed for Sunday release on each of the following weeks. The initial announcement included a solid page of pictures in one of the State's largest papers.

Those conducting the trips visit the respective parks several days in advance of the tours to map out the routes. At ten o'clock in the morning the hikers meet at the park where they are met at the entrance by CCC enrollees who distribute mimeographed programs and give directions for reaching the point of assembly where the cars are to be parked. The enrollees make a court of the arrivals. When the visitors leave the park they are asked by the CCC members what facilities they enjoyed most and what additional opportunities they would like to see offered. All of the suggestions secured are charted, and it is believed the information obtained will be of much value in planning future activities.

The tours start about 10:15. Those interested in geology are taken in one direction by a geologist; the wildlife enthusiasts follow another trail. At noon all the hikers return to the assembly point for lunch in the main picnic area. Similar trips are taken in the afternoon, affording an opportunity for those who went on the geology tour in the morning to pursue wild flowers or trees on the later trip.

Girls in a Houston, Texas, park, are acquiring first hand information on insects

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Nature Guide, a publication recently issued by the Commissioners of the Palisades Interstate Park, will be of interest to nature lovers everywhere, though it has been compiled primarily for campers in Harriman Park. The volume, which is illustrated, in no way attempts to portray the fundamentals of natural history in story-book form; rather, the general purpose is to present a primer of basic natural history facts and principles. It is also designed to serve as a guide and an aid to those lovers of the out of doors interested in winning a Regional Museum Emblem, commonly referred to as a Park "M." The requirements for this emblem serve as a yardstick for measuring knowledge of the out of doors. Some knowledge of the following subjects is called for: Ferns and fern-allies or mosses, liverworts and lichens; wild flowers; trees, shrubs and woody vines; fungi; amphibians and reptiles; rocks and minerals; birds; weather study; astronomy; insects and other invertebrates; soil study and mammal observation.

A number of well-known authorities in the various fields of nature study have contributed articles to the *Nature Guide,* which was edited by Agnes Kelly Saunders of the American Museum of Natural History, New York City. Copies of the book may be secured from the office of the Commissioners of the Palisades Interstate Park, P.O. Iona Island, New York. The price of a single copy is $1.50.

Recreation with a Purpose

By MARY CASE
Klemath Falls, Oregon

TOMMY might have been a criminal, but instead he is a radio expert. Four years ago when Sergeant Carl Cook became City Juvenile Officer of Klamath Falls, Oregon, Tommy was headed for the reform school. He had a long list of petty crimes to his credit, and his parents could do nothing with him.

Sergeant Cook decided to get acquainted with the boy. Going to him he greeted him with the "Good morning, gentleman," which is the sergeant's characteristic way of getting acquainted.

The runway for skiing and sliding built through the unceasing efforts and hard work of Carl Cook and his volunteers

"Good morning." The boy was wary.

"How are you?"

"All right."

"Tommy, do you have a bicycle?"

"Nope."

"I was just going to take a run out to Altamont. How would you like to take a ride on the back of the motorcycle?"

The boy's face lit up. "Sure, I'd just as leave go."

That was the beginning. Soon Tommy was a busy boy, with so many things on his mind he had no time for petty crimes.

That boy is only one of a long list. But today juvenile delinquency is decidedly on the decrease because Sergeant Cook took a guiding had in the recreation of the children. He made friends with them, took them on hikes, rides and picnics, played games, baseball and marbles. He wanted to know every boy in town and every boy wanted to know this tall young police officer in the neat uniform who was a great fellow.

Strange as it may seem it is unusual for boys to find a friend, a real friend, and they know instinctively when they do. Sergeant Cook was a real friend! He had no money or equipment and he had a full-time job, but in his own spare time, starting with absolutely nothing, he has one of the best organized recreation programs in Oregon. And this year a paid recreation director was added to the program.

First, the Boys' Patrol

Sergeant Cook began with the Boys' Patrol. He visited the schools and talked traffic rules to the boys. Standing before them he explained how accidents happen to school children every year because some children do not understand or obey traffic rules. He told of the need of traffic officers right in that school. How would they like to be those officers? They would.

So the boys were organized in each of the seven city schools under the name of Boys' Patrol. Each boy in turn served as a traffic officer. Only the boys above the fourth grade were included and about eight boys were on duty each day, so all whose grades were a certain standard and citizenship was satisfactory had a turn at wearing the white web belt and had the responsibility and importance of directing the traffic of their schoolmates.

No child was permitted to jay-walk. Sergeant Cook proudly tells of the time one of his patrol boys challenged him for cutting a corner. The man promptly admitted his guilt and promised to report for punishment.

The patrol officer assisted the first graders at crossings and taught them to be ever watchful of cars. He had to be courteous and prompt in his duties.

This year Sergeant Cook talked to his patrols about the ever-present danger of bicycles in traffic. How would they like to learn the rules governing cars, take a written examination on those rules

as well as a rider's test, and have a bicycle license which would cost them twenty-five cents? Again they would. The girls and boys owning bicycles would all do this. My own small son began saving his money at once and never was without twenty-five cents until the time came for the examination, for which he studied and passed a higher test than his parents ever had. And the pride in that small oblong license, an exact duplicate of the Oregon plate! Every other year a new one will be issued at the same price.

If every grown-up took as much pride in careful driving and knowledge and observance of traffice rules as these yougsters, the danger of accidents would be greatly lessened.

Recreational Activities Organized

When summer came that first year, Sergeant Cook wanted to keep the boys and girls busy. So he organized clubs—baseball, softball, bicycle, and there was swimming for everybody twice a week. Money was scarce but he went again and again to the service clubs, who never refused to help.

Then when summer days grew hot, the sergeant made up his mind to take these boys on a vacation camp which would mean a week away from hot dry pavements in the cool of the nearby mountains. So back he went to the service clubs, returning with enough money and volunteer help for a camp and necessary equipment and a cook. Transportation for the twenty mile ride was furnished by interested truck owners. Each boy furnished his own blankets, enough food for a week (about two and a half dollars' worth), a plate, knife and fork and his own toilet articles.

At last all was ready, and every kit was checked as to the proper equipment. Carrying their bedding roll and groceries they poured into the trucks, sixty of them, the older boys assisting the little fellows.

One week to swim and play and fish or just loaf! Aside from certain duties such as making their own beds and helping in the kitchen in turn the boys could choose that which they wished to do. Most of the boys had never slept out under the stars on a bed made of fir boughs. Out here in the West where to go camping is one of the easiest things to do, with mountains and streams on every side, these underprivileged children had never camped. Sergeant Cook tells of one little red headed fellow who in the wee small hours crept quietly in beside him, cold and frightened, cuddled down in his arms and fell asleep.

At the end of the week the boys returned to tell of pine cone fights, of fishing and hiking, and of good fellowship.

And Now!

Those were the early days. Now there is a grown-up business air to it all. There are three playgrounds with equipment, made possible by liberal donations.

I had been one of many who had given several hours each week to help keep the children busy and we had been hard put for materials. But the delight in visiting the classes now! Here is a group making willow baskets; another class is hammering out trays and bowls from metal. There are classes in sewing, cooking, handwork, tap dancing and folk dancing. There is a library with a story hour every week. Best of all is an art class with pupils from six to sixty doing every kind of work, the sixty-year-old student the most enthusiastic of all. They are working in charcoal, crayon, pencil, water color and oil. Over it all is an atmosphere of good cheer, and I hear excited talk of picnics and hikes.

Sergeant Cook has not accomplished nearly all he has set out to. He wants a swimming tank and a club house and we know these will come.

Mrs. Case's mention of what is being done to promote safety in bicycle riding brings to mind the important steps Oregon cities have taken to control bicycle traffic. Information Bulletin No. 23, entitled "Bicycle Control in Oregon Cities," issued at the University of Oregon, Eugene, by the Bureau of Municipal Research and Service in cooperation with the League of Oregon Cities, tells of the plans in operation in a number of cities. The plan generally in use provides that all bicycles and bicycle riders must be registered with the city authorities, usually the police department, and the city issues a permit to those riders and owners who demonstrate their knowledge of the basic rules through a written test, riding examination, or both. Other requirements include an application blank describing the bicycle, to be filed with the police, metal license tags renewable yearly and a certificate of ownership.

Mrs. Case, who has been active as a volunteer in this very successful recreational venture, writes: "I have found the recreation director and his assistants using your magazine *Recreation* a great deal."

Municipal Organization in Junior Club Work

A worker in a New York settlement gives practical suggestions on how to enlist the interest of boys in adventures of a constructive type

By JOHN FOX

JUNIOR CLUBS may be defined briefly as small groups of from eight to twenty boys between the ages of eleven and fifteen, who seek group life because of common social and athletic interests. Streets, empty lots and any other available play area are the arenas where these youngsters practice team skills without supervision, play other neighborhood teams, as they term it, "for money," or engage in games for the sheer satisfaction derived from competitive athletics. Their expression, very often because of the lack of supervision, takes an unsocial form. Have you noticed the boy who steals the "mickey" (potato) from the fruit stand, not because he really wants the potato, but simply because of the thrill of the chase or because of the adventure attached to cooking it at the "hideout"? Or have you considered the boy who "hitches" on the back of an automobile, not because he wants the ride, but because the cop on the beat will chase him and he will be able to hide in his mysterious labyrinth, the cellar, areaway, or other nook which only he and "the gang" know well.

The two factors promoting these and all delinquent acts, are recognition from the group and "the quest for adventure." It is, then, the responsibility of the recreation leader to provide adventure of a social form or to substitute another interest for it. Realization of the fact that clubs thrive on competition will go far toward solving this problem.

At Hudson Guild, New York City, Junior Clubs are organized with this assumption as the basis of organization. Well-planned leagues and tournaments serve as the means of sustaining interest in group life. A leader is sent into the neighborhood in early October when football is the children's main attraction. Groups found playing the game are leagued together, depending on their age, height, weight and ability. A leader is then assigned to each group. It is his responsibility to improve skills, provide other interests and develop the group from that point. The football league is followed by hockey, basketball, baseball, stickball, volleyball and punchball leagues, depending on the season, and special tournaments such as Olympics, relay carnival, roller skating carnival, and similar events. These contests are so scheduled as to keep interest throughout the entire year.

It is necessary, however, because of certain undesirable outcomes of a highly competitive program, to form some kind of group which will help to smooth out problems and plan programs. We found that this group could work effectively when made up of two or more representatives of each of the clubs, and could serve to temper the competitive spirit with a cooperative one. When playing our roller skate hockey league, automobile traffic proved a dangerous menace. The Council group, with the president as spokesman, went to the neighborhood police station, placed their complaint, and got very favorable results.

Laws and Penalties

At the beginning of the 1936-37 season, this Council, as we termed it, was organized in the same way as a municipality, having as officers a mayor, commissioner of sanitation, commissioner of health, fire commissioner, police commissioner and district attorney, who were elected following a week's campaigning by their friends. A rally at which candidates spoke was held to stimulate this interest. At a Council meeting held after the election the jobs of the officers were discussed and many interesting projects planned. The question of the function and powers of the municipal government, as against those of the federal and state governments, was discussed. A number of laws and penalties, particularly adapted to solve our problems, were set up. They were as follows:

Throwing papers and other refuse around halls and rooms is hereby prohibited. Offenders will be sentenced to sweep halls or do some other useful work every day for two weeks, or be barred from the building for three weeks.

Breakage of furniture and house equipment is prohibited. Offenders will be liable for the repair of and payment for broken furniture or equipment, or will be barred from the building for five weeks.

Writing on or defacing walls in any way is prohibited. Offenders will be sentenced to wash and clean marks on all fourth floor walls for one week or more depending on the seriousness of the offence, or will be barred from the building for five weeks.

Fighting with paper or water, which results in the marring of walls or floor is hereby prohibited. Offenders will be liable for the washing of the walls or sweeping of the floor for a period of two weeks, or will be barred from the building for five weeks.

Writing on toilet, room, or hall walls is hereby prohibited. Offenders will be sentenced to wash walls or do some other piece of useful work every day for two weeks, or will be barred from the building for three weeks.

Rough-housing in halls and rooms which results in annoyance to others is prohibited. Offenders will be sentenced to go to the Play Group in the assembly for three weeks, or be barred from the building for four weeks.

Rough-housing and running on stairs which endangers the lives of others is hereby prohibited. Offenders will be sentenced to be suspended from the building for one week.

Duties of Officials

It became then the job of the Police Commissioner, his staff and the other officers, to see that these laws were observed and enforced. A regular court was formed to try offenders, the procedure and organization of which was as follows:

Judge:

Boys club worker to preside.

Jury:

To be made up of six boys between the ages of eleven and fourteen.

Cards to be sent to jurors notifying them of their duty to serve.

Jury to be picked by Council members from registration lists.

Jury must serve for three court meetings.

Defendant:

Entitled to fair trial.

May have witnesses to prove innocence.

Will be notified by card of day of trial.

Penalty to be enforced by boys worker or police commissioner and staff, or by the attendance taker at the door.

The Commissioner of Sanitation studied sanitary conditions in the House and how they could be improved. It was his finding that small wastebaskets were not satisfactory receptacles for litter because they did not immediately catch the eye and children were inclined to be too impatient to look for them. It was his function then to evolve a means of getting larger receptacles, and inspect the building, reporting unsatisfactory sanitary conditions to the leaders.

Fires on the cold winter days are prevalent in city streets and a great hazard to the health and safety of children, especially the younger ones. Our fire commissioner, a lively city boy, in making a survey with the help of his staff, decided that street fires were the result of negligence—first the negligence of the parents, who leave matches where they are easily accessible to the children; second, negligence on the part of the neighborhood janitors, who put garbage and waste out on the sidewalks where they remained all day a great temptation to the young incendiaries. As a result of these findings, the young Commissioner decided to visit the neighborhood sanitation department, find out when they came to make their collection, and then go to the neighborhood janitors, asking them to put out their waste a few minutes prior to the time that it would be collected. The fire menace on 27th Street ceased almost immediately. The fire commissioner also held periodic fire drills for the entire house, at which time he and his staff emptied the building quickly and orderly, maintaining discipline and timing the drill.

Getting children and older people concerned about health is one of the big problems which confronts the boys worker. The Health Commissioner at Hudson Guild, a reliable boy, helped in a small way to evolve a solution to our problem. After a great deal of discussion and planning, a good health habit contest seemed to be the best possible way for our commissioner to render service to the community. The City Health Department was asked for posters demonstrating desirable habits. These were put up on bulletin boards and walls, with the result that the idea spread like wild fire through all departments. A plan was devised whereby the contest could be coordinated with the girls' department, the kindergarten, and parents' groups, and it slowly became a health drive. A questionnaire was made up and answered by all the boys.

The sole purpose of the questionnaire was to make the children conscious of good health habits. The questionnaire episode was followed by a large parents' meeting at which our doctor spoke on the health clinic findings, and good health habit charts were given to the parents for their children to keep over a two week period. This meeting was

(Continued on page 454)

Playparks in Great Britain

Resumé of a pamphlet outlining Great Britain's plans for the provision of play spaces with attractive settings

Among the projects stimulated by coronation year are the acquisition and development of play areas with the sponsorship of the Coronation Planting Committee. Under its direction Mr. Thomas Adams has prepared an attractively illustrated booklet entitled *Playparks* with suggestions for their design, equipment and planting. This publication emphasizes the need and value of play and particularly the importance of planning play areas in such a way that they may afford an attractive setting for activities.

In the first section of the publication it is pointed out that no project is more important in the development of character and physique "than those that are designed to give healthy outdoor recreation to children from infancy to adolescence. . . . Another related measure is that of aiding in the provision of community centers. . . . There is need for more coordination between those whose efforts are directed to provide means of recreation for young people above school age and those who desire to see more effective methods employed to provide healthy outdoor recreation for children of and under school age."

"The term 'playpark' is used to define a playground that is laid out in combination with certain park and garden features. It is a playground possessing natural features that are most desirable and fulfill its purpose of giving mental and physical stimulus to the young."

It is pointed out that the playpark may be incorporated in an existing public park, although where this is done care should be taken in selecting and arranging the site so that its use for active play "will not cause injury to the amenities of the park for its main purpose." The playpark may also be adjoining a school playground, but it is pointed out that such an area should be open during all daylight hours. An interesting comment is made to the effect that "In an independent playground, equipped if possible as a playpark, the children can feel a sense of liberty and ownership that is impossible in the school playground." On the other hand, it is pointed out that where the school playground comprises from four to six acres there may be no need for a playpark in the same district.

The importance of play areas as a factor in reducing street accidents is suggested by figures showing that in Deptford with only 2.2% of its area in open public space, 43.4% of the accidents occurring are accidents to children. In comparison, in Westminster, another London borough with over 25% of its area in public open space, only 10% are accidents to children. "It is also shown that in the first quarter of 1935 half of the accidents to children in London occurred during leisure time, namely, on Saturdays, Sundays and on week days outside school hours." Because playgrounds under well trained play leaders help to keep children off the streets "it would appear to be proper that contributions from the Road Fund should be made toward the acquisition and layout of playgrounds as a safety measure."

Throughout the booklet the importance of providing an attractive setting for children's play is repeatedly emphasized. Reference is made to the games which arise from children's imagination and in which they secure such great delight, and it is pointed out that the "inspiration for such games comes with the presence of natural features such as trees, rocks and pools with the opportunities they present for imaginary camping and hunting." Suggestions are offered as to ways in which the land may be secured, but it is pointed out "The only way to obtain these playgrounds together with park areas is by public purchase." The cost of providing these areas is partly offset by the fact that "a well designed playground surrounded by trees and shrubs adds to the amenities and therefore increases the value of all properties in

In the preparation of *Playparks* Mr. Adams and the Coronation Planting Committee have made available valuable and attractive material which should not only stimulate the development of recreational areas throughout Great Britain, but which should be of great interest and value to recreation leaders in other countries. Copies of the pamphlet may be secured from the Committee at 68 Victoria Street, London, S.W.I., for one shilling each.

Courtesy The American City

Showing the Street of Tethered Children in London, and as a happy contrast, children enjoying the freedom of the school playground at Bourneville, England

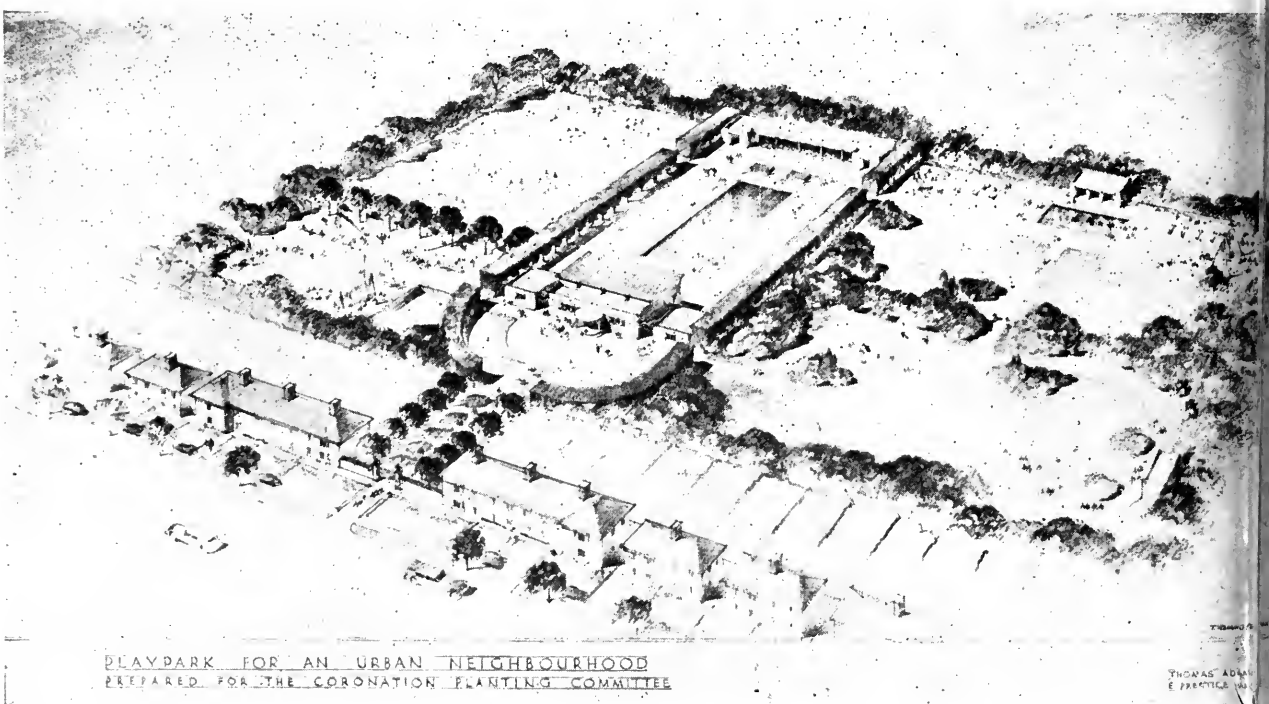
the neighborhood." It is suggested that cities take advantage of the opportunities which are presented in many districts of acquiring large out-of-date residences that are now available at moderate cost and convert the grounds into a playpark and the house into a welfare center.

A considerable section of *Playparks* is devoted to a discussion of the design and equipment of these areas and a number of suggested designs are included for areas of different sizes and providing varying facilities and sports areas. The essential requirements for children's playgrounds are summarized as follows:

(1) Large portion o

(Continued on page 454)

A playpark, defined as "a playground that is laid out in combination with certain park and garden features"



Courtesy The American City

A Religious Drama Festival

By JAMES MCKINLEY
Toledo, Ohio

"WHY DIDN'T our church have a chance to put on a play?" "Will you reserve a place for us in next year's festival?" "Why didn't you tell us this is what you had in mind?" "Are you going to have more than one festival a year?"

These and other questions were asked by young people's groups, ministers, judges, players and spectators in the days following our first dramatic festival held in February in the auditorium of the Collingwood Avenue Presbyterian Church.

As we look back on the project in its entirety and fit together the comments and criticisms as one would assemble a jig-saw puzzle, we have come to the conclusion that the possibilities of religious drama are tremendous if only someone can awaken churches to their opportunity. As director of recreation at the Collingwood Avenue Presbyterian Church and by no means an authority on drama, I am firmly convinced of the value of dramatics as one phase of a religious recreation program for young people.

I first broached the idea of a religious drama festival to the president and adviser of the Young People's Federation which is affiliated with the Toledo Council of Churches. I wanted them to sponsor the festival, as they would be a link between the various churches of the city. I was made chairman of the committee and we immediately set about the task of securing the participation of nine churches. It was decided at first not to make a contest of the festival but later events changed this decision.

From this point on difficulties grew with monotonous regularity. We discovered that although churches had to some extent been putting on plays in their own congregations, the idea of nine different churches getting together as a group and each producing a one act Biblical or religious play was something they could not quite grasp. Their misunderstanding was never entirely cleared up until the plays were put on. Then the light broke! As the plays unfolded the churches saw what we were attempting to do.

In spite of our efforts to explain the plan adequately, there were three plays which had no definite religious message. However, these plays were of high caliber and served the purpose of making breaks between strictly Biblical plays. Some churches produced plays requiring royalties, while others put on non-royalty plays. In the opinion of the judges the royalty plays were the best. The winning plays were "The Old Candlemaker of Saint John's," by Robert M. Gatke, "The Other Apostles," by George E. Callahan, and "The Rector," by Rachel Crothers.

Taking Stock

The directors of the plays did good work, but when the festival was over they realized there were many ways in which improvement could be made. It was the consensus of opinion among the directors that there would be a great advance next year if the churches would pay the expenses of an individual to attend an eight or ten weeks' course in play directing. It was thought that the small sum required by each church would be amply repaid. The churches would have a reliable person to carry on their work, and the wild search for a producer which ensues whenever a church decides to put on a play would be ended. Lighting and stage effects, it was felt, could have been improved — a situation which will be remedied when technical instruction is made available. It is our intention to organize a class in this important branch of dramatics.

The crowds attending the three-night festival were not large. However, those who did attend were impressed. Their comments showed that they had not expected so successful an event, and next year we feel confident that the attendance will be a great deal larger. The festival was

There is now available helpful material for churches promoting drama as a part of their program for young people. The International Council of Religious Education, 203 North Wabash Avenue, Chicago, has issued a pamphlet entitled "A Dramatic Calendar for Churches," containing suggestions for dramatic programs for outstanding events for each month. This may be secured for twenty-five cents. Among the material issued by the Division of Plays and Pageants of the Methodist Episcopal Church, 740 Rush Street, Chicago, is a comprehensive bibliography called "Plays for the Church." Copies of this may be secured for twenty cents each.

not publicized to any great extent. This feature of our next program will be improved.

In pointing out the weaknesses in our festival we hope that other groups promoting religious drama will profit by our mistakes. We have learned much by our experience. We know that there is an abundance of potential dramatic ability available in the young people of the churches —enough to warrant the use of dramatics as a definite part of a church recreation program. We know that all groups who participated in the festival enjoyed their part in it and found great satisfaction.

We in the churches have perhaps been lacking in initiative in opening up channels of expression for our young people through drama. We believe this situation can and should be remedied.

The Toledo Council of Churches had planned to make its festival a non-competitive affair, but when the second annual state-wide religious drama festival was announced it was decided to use the Toledo project, which preceded the state-wide festival, as a county elimination contest, the winner to compete in the finals of Dayton. The state-wide festival was sponsored by the Christian Youth Council of the Ohio Council of Religious Education, and according to Mary E. Henderson, secretary of the State Drama Committee, it is one of the Council's major projects.

The festival was open to all young people's groups in the churches of Ohio, the requirement being that all players should be of amateur standing and between the ages of fifteen and thirty. Plays were chosen from an approved list; forty minutes were allowed for presentation, with five minutes for setting the scene and five for clearing.

Each county set up its own festival, every church entering the county festival paying an entry fee of 50 cents to the county drama chairman. This money was used to pay the entry fee of $2.00 required of the county winner entering the state finals. All groups were asked to pay their own royalties in the county festival, but the state committee paid all royalties up to and including $5.00 for productions entered in the finals.

All contestants, directors and stage crews were entertained in Dayton homes according to the Harvard plan. An event was arranged in their honor following the Friday night performances. On Saturday noon the Dayton campers from Camp Indianola, a coeducational camp sponsored by the Youth Council, were the hosts of the players. These social affairs added much to the festival.

Fifteen counties were entered in the finals—a fine representation in view of the fact that at the time when most plays were ready for production a great deal of Ohio was under water. Instead of dropping the project, three of our southernmost counties wrote: "Give us three more weeks and we'll come through." And they did! Four productions were given on Friday night; five on Saturday afternoon; five on Saturday night, with the winner playing on Sunday. A non-competitive play, "His Cross," presented by players from Campbell County, Kentucky, closed the festival. No admission fee was charged but free-will offerings were taken. The money collected in this way paid all expenses.

"For nearly 500 years the Athenians made drama their chief means of adult religious education. They housed it in their most sacred temple. They presented their greatest dramas there at the sacred season of the year. They closed their places of business and adjourned their courts so that everyone might come and receive the intellectual and spiritual stimulus of the plays. So powerful was the effect of those religious dramas that Athenians developed an understanding and an insight which made their name a symbol of culture from that day to this. Read those plays today and you will see why they have lived for 2400 years."—From *Drama in the Church* by Fred Eastman and Louis Wilson.

PURPOSES OF THE STATE DRAMA FESTIVAL

To promote a larger use of religious drama as spiritual and educational experiences in the church.

To raise standards of religious drama.

To afford groups of young people a dynamic means of serving their church and their community.

To develop a more sympathetic understanding among the young people of different denominations in community, county and state, and to lead them to think and work together cooperatively.

The National Recreation Association issues a bulletin entitled "Drama Tournament Suggestions" which takes up technical problems of rules and regulations and methods of judging. This may be secured for ten cents. The Association also has ready for distribution a revised bulletin on religious drama which has the title "A Few Suggestions for Religious Drama." This may be obtained free.

At the Conference on State Parks

From June 10 to 12, 1937, the Seventeenth National Conference on State Parks was held at Swarthmore College, Swarthmore, Pennsylvania, where the delegates were the guest of the Pennsylvania Parks Association. Park conservation, development and administration, with special attention to increased responsibility for planning and management resulting from the federal aid program of emergency conservation work, were discussed by delegates from all parts of the country. Colonel Richard Lieber of Indianapolis was elected president for his sixth consecutive term.

The first session of the conference was devoted to a discussion of the general topic, "Relation of the Federal Government to State Parks." Conrad L. Wirth, assistant director of the National Park Service in charge of the Branch of Recreational Planning and State Cooperation, stated that three considerations should constitute the foundation of federal and state cooperation in park work: (1) A basic understanding of objectives; (2) realization that national parks and state parks are of equal importance in their own fields of recreational service, and (3) realization that while federal and state park authorities are working in different fields, each group can learn much from the other.

"State Park Legislation" was the general topic for discussion at the Thursday afternoon session when a comprehensive review of such legislation in the various states was given by Roy A. Vetter, assistant attorney of the National Park Service.

Friday morning's session was devoted to state park organization, and a bird's-eye view was given of methods followed in various states. An interesting topic of discussion was the work of the Civilian Conservation Corps in state parks.

The importance of acceptance of responsibility for future developments on the part of the states was emphasized by Director Arno B. Cammerer of the National Park Service who said:

"During the last year a number of the states have taken steps to meet their responsibility. Several states have recently enacted legislation for the first time setting up park authorities and empowering them according to the best known practices. Several others have extended and improved the scope of their park boards' or commissions' functions, and there have been gratifying increases in state park budgets. There is, generally, increased recognition in law of public park and recreation services as a primary function of government, evidenced by the more definite trend to consider such services on a parity with other fundamental governmental functions. The court decisions likewise have recognized that park and recreation services are governmental rather than proprietary functions. The selection of areas and their integration into a state-wide coordinated system have been given more definite consideration. This has meant more basic studies in their evaluation and selection and a greater emphasis upon their distribution in order to meet human needs; more attention to careful planning for their development, and greater concern for the achievement of individual and social benefits to be derived from their use by the people.

"Encouraging as these accomplishments are, it must nevertheless be admitted that the problem and the possibilities have, for the country as a whole, been little more than touched. The problem that each state now faces, if it has not already done so, is the establishment of a park authority, adequately financed, wisely empowered and properly staffed, both with administrators trained and experienced in park and recreation work and with properly qualified technical advisers. There is no other way to carry on the work that has been so generously augmented by funds and services from the federal government, and there is no other way of guaranteeing the freedom of local ingenuity and creativity that should govern the development of each state park system. While there are certain general principles that apply to all park work, the individual adaptations of them and of park technique can best be made by the states themselves; otherwise the state park in California is apt to be the same as the one in Maine."

The importance of adequate long-term planning was emphasized by Colonel S. P. Wetherill, Jr., founder and former president of the Tri-State Regional Planning Federation.

The conference closed with a trip through Fairmount Park, Philadelphia, and a number of other parks in the region.

You Asked for It!

Question: *We are planning to open a community center this fall and we want, of course, to make the center as widely known as possible among the people of the neighborhood. What methods have other cities employed in inviting people to the centers?*

Answer: A well lighted entrance and building are the best possible invitations. But in addition there should be folders taken home by the children describing the program and listing the activities to be conducted, posters in store windows, newspaper publicity, radio announcements, word of mouth invitations, and handbills.

Just before the social centers of Milwaukee, Wisconsin, opened last year the Electric Transit Company carried huge placards in the front of each street car, and a huge electric sign at City Hall blazoned forth the message, "Social Centers Open This Week."

The director of the Newton Community Center, Board of Education, Newark, New Jersey, issued the following invitation to neighborhood folks:

"You, your family and your friends are cordially invited to visit our center on any Tuesday or Friday from 7:00 to 11:00 P. M. and join happy groups in the gymnasium playing volley ball, indoor tennis, basketball and other games. Observe the craft groups—the men repairing radio sets, building miniature Spanish galleons, while the women knit and sew as their fancy pleases. In other parts of the building younger groups are enjoying dancing and fencing and in the game rooms the card tables, ping pong tables and other types of quiet games attract both sexes and all ages.

"All these activities and others are offered to those who become members of the community center, and all that is asked of those who desire to become members is that they abide by a few community center rules and regulations which are merely formulated so that the majority may enjoy their leisure moments in an atmosphere which is in harmony with that prescribed by society in general.

"Come to the center and register. Mingle with your friends in any activity that is offered. Give yourself a chance to grow mentally and physically. Life is a continuous process—you work at your profession or trade so that you may survive to recreate your ideas and desires in the hours after toil.

"Someone has said that in this world there is a niche for every one of us. Some of us are lucky and find it by ourselves. Some have to be guided and others have to make one, but by whichever method you get to your niche the important thing is that you reach it and the community center may help you, if you will but take advantage of the opportunities offered. Remember! All roads lead to the Newton Community Center.

"Come in and let's get acquainted."

Victor J. DiFilippo, Director.

Question: *We are interested in planning for a recreation week in our community which will focus attention on our recreational needs and program and will show our citizens what is being done. What activities do you suggest for such a week?*

Answer: The following activities have been found helpful in arousing interest in a city's recreation program. Not all of these may be possible in your community, and a selection and some adaptation will be desirable.

1. A joint evening dinner meeting of all civic groups and other organizations, followed by movies of recreation features in other cities.

2. Official tour of recreation program

3. Play Day in public park, the program to include group games, stunts, Maypole dance, sand play, folk dancing, track events, hop scotch, O'Leary, jacks, marbles and model airplanes

4. A handicraft exhibit and a class demonstrating the construction of the various articles

5. A program of dramatics, minstrel, puppetry and orchestra

6. A pageant depicting activities included in the recreation program

7. Radio skits

8. Life saving and first aid demonstration

9. Demonstration of physical activity program

WORLD AT PLAY

Where Farm Animals Come to Town

SINCE the children in the neighborhood of the Lucretia M. Blankenburg Playground, ponsored by the Playground Association of 'hiladelphia, do not often or ever have the opportunity of seeing ducks and ducklings, chickens, abbits and other animals dear to their hearts, the layground director last summer brought the arm to the city. The collection started with a few sh, soon boasted a bird feeding table and later ncluded baby chickens and ducks. Before the nd of the summer the menagerie included, in ddition, turtles, white kittens, a mother cat and hree kittens, a flock of pigeons, and a setting hen, btained to answer the question, "How do they et the little chickens?" An elegant pig pen waited a promised piglet. The rats which frequented the section endangered the animals in the nenagerie, but the advent of three pet rats, "the hree stooges," tame for handling, yet sources of ear to wild rats, remedied the matter. Needless o say all the animals were named.

Pens were made by older men and boys in the eighborhood since the children using the playround were too small to make them themselves. Older children were admitted only as junior leaders. The children took turns feeding the animals nd the younger animals were taken home each ight, for safety's sake, by certain children. Applications were filed for this privilege and children waited their turn. The playground was open une 28th to August 27th, and from one until ight p. m.

A Learn-to-Swim Campaign

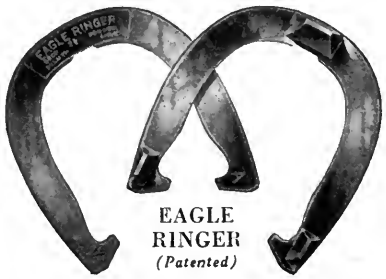
THE Recreation Department of Fond du Lac, Wisconsin, in cooperation with the 'ark Board and the local newspaper, last summer arried on for six weeks a swimming instruction rogram which proved highly successful. Instruction was given to non-swimmers leading up to the ed Cross beginners' tests by use of the stunt ethod. Classes were organized by play leaders n all playgrounds which went to the pool or each nearest their playgrounds at scheduled ours. A club membership button was given at the first instruction period. When certain tests had been passed, swimmers were entitled to receive a membership button in the Minnow Club. Those successful in passing more difficult tests received the Fish Club button. Continuous publicity was supplied by the sponsoring newspaper which also furnished the buttons. The Park Board supplied the beaches and pools, and the Recreation Department organized the activity and furnished leadership. Approximately 750 enrolled in the activity.

More Recreation in Union County

FIGURES issued in the August 13th edition of *Our Parks,* the organ of the Union County, New Jersey, Recreation Commission, showed substantial increases in the attendance this July over last. Picnickers totaled 96,773 in contrast to 50,141 for the same month in 1936. The number of fishermen jumped from 6,827 to 13,744, with all park lakes and streams being intensively fished. Horseback riding increased almost 100 per cent.

A New Type of Natural History Museum

MISS NELL MILLER of the Sacred Heart Academy, Galveston, Texas, describes an interesting handcraft project conducted last summer at the Vacation School of the Y.W.C.A. The project was the creation of a museum of natural history for which each child in the class constructed some type of animal or phase of life in which he was particularly interested. Animals made of beaver board and heavy cardboard were painted or colored with crayons and placed in a typical environment. Corrugated boxes, secured at no cost from local stores, were used for the setting. Colored cellophane was placed back of holes cut in the top and sides of the box producing an attractive lighting effect. White cellophane was used on the front of the box for glass. The inside of the box was painted blue with cloud effects and the outside black. When the project had been completed each child looked up the history of his subject and this was typed and pasted on the side of the box. An exhibit was held at the



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end of the season and blue ribbons were given as awards for the most artistic and realistic settings.

Recreation at State Fairs—The programs of state fairs of the past summer gave unusual recognition to leisure time activities. Among the hobbies presented by displays at the Iowa State Fair in Des Moines, according to Miss May M. Wright, were amateur photography, collections of various kinds, clay modeling, leather stamping, and fancy work done by men. There were contests in checker playing, fiddling, play production and singing, together with talks on hobbies by a noted artist.

Rock Island's Drama Contest—Last winter the Playground and Recreation Commission of Rock Island, Illinois, held its tenth annual drama tournament known as the Marshall Dramatic Contest. This contest has come to be an established institution in this city, and a very popular one. This year the house was completely sold out a full month in advance of the contest, and many people were unable to secure tickets. With the completion of the new high school, with its auditorium seating 600 people, it is hoped to avoid disappointing anyone when next year's contest is held. Sixteen plays were presented by groups representing churches, business houses, PTA's, the American Legion and a number of local clubs. The plays were judged by the individual and group achievement scale developed at the University of Iowa. Under this system the work of the individual actor is taken into consideration as well as the play as a whole. Each individual player in the contest is rated on characterization, line reading, voice and articulation. The play as a whole is given a rating of from one to seven, according to the key, for each of the following points: Choice of play, casting of play, mounting of play, stage movement and business, team-work of players, tempo, projection of significant points in plot, projection of theme of play, projection of emotional content and spirit of play, total effect of play. The play score is added to the players' average to give the total rating.

Can You Help? — The Enoch Pratt Free Library has asked us to give publicity to the following item:

"The Enoch Pratt Free Library, Baltimore, Maryland, is very anxious to complete its file of RECREATION and solicits offers of Volumes I-VI, 1907-1912 (former title, *The Playground*)."

Communications should be addressed to Joseph L. Wheeler, Librarian.

"Recreation—Ancient and Modern"—At the final night program held in Stadium Field, Warinanco Park, Union County, New Jersey, children from the Warinanco Playground dramatized the development of recreation, starting with a presentation of Greek games, sports, drama and the dance and continuing with a Roman soldier drill and a Roman slave dance, and depicting interpretations of the folk dancing of France, Switzerland, Italy, Scotland, Norway and Holland. The program ended with a presentation of the various recreational activities of modern times. Tableaux showed participants in paddle tennis, baseball, basketball, foot racing, handcraft, volley ball, ring tennis, tumbling and pyramid building. The final scene showed all of the children in a tableaux entitled "The Spirit of Play."

"Flower of Venice" — On August 22nd the Des Moines, Iowa, Civic Music Association presented in Greenwood Park the operetta, "Flower of Venice." WPA created the costumes worn by the singers.

A New Playground Association — Scotch Plains, New Jersey, a community of about 4,000 people, has organized a Playground Association incorporated for the purpose of assisting trained recreation leaders in promoting recreational programs. The association is supplementing the work of the playground directors at the County Park Playground by planning special events and entertainments such as a display of fireworks on the Fourth of July and by purchasing athletic equipment in addition to that regularly supplied by the Park Commission.

Detroit's Municipal Camp—Last summer the camp at Brighton, Michigan, conducted by the Detroit Recreation Department took care of over 2,700 children. At a charge of a dollar a day food and shelter were provided, and the children enjoyed boating, horseback riding and other activities, and learned Red Cross life saving.

Making Horseshoes Available — In Warinanco Park, maintained by the Union County, New Jersey, Park Commission, horseshoes are obtainable at the refreshment stand. A dollar deposit is required but no charge is made for the use of the shoes.

A Playground "Graduation"—The "graduation" exercises for the seventeen playgrounds of Utica, N. Y., take the form of an annual field day which comes at the close of the summer season and as a climax to it. It was a gala affair this year, opened by the Mayor and presided over by the Chairman of the Recreation Commission, acting as master of ceremonies.

The first event was the awarding of medals and certificates to the seventy-five boys and girls who had earned the Fair Play Club Awards. These awards put no premium on winning or on athletic ability, but are given to the children on each playground who are leaders in participation, service and character. Following the awards, 350 children from the playgrounds presented a patomime pageant of "Sleeping Beauty" in costumes made by themselves, using properties made by an adult education art class project. A number of dances were woven into the story. After the pageant a field and track meet was held for boys, one boy from each playground being entered for the baseball throw for distance, broad jump and 100 yard dash, and four from every ground for the 44 yard relay. Championship baseball and volley ball games were played off as part of the meet. Points

PLAY BASEBALL

In your Club, Y.M.C.A., Y.W.C.A. Schools and Playgrounds

● Hatfield's Parlor Baseball Game, played with sixty special cards, eight plays on a card, 480 different plays and many thousands of combinations is educational, and as thrilling and exciting as a big league game.

Enjoyed by kids from nine years up to ninety including dyed-in-the-wool fans and fanettes. Chances for all kinds of plays, including hit and run, hook slide, squeeze play, singles, doubles, triples, and home runs.

Games sent postpaid for $1.00 check,
($1.25 west of the Rockies, foreign countries)

Special Prices to Playgrounds, Coaches, Physical Education Directors, Y.M.C.A. and Y.W.C.A. leaders, etc.

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were given for winning the events and were added to the points made in inter-playground competition during the summer toward a championship banner. Articles made in handcraft during the summer, on display before and after the main program, attracted considerable attention.

A Playground for Chinese Children—A playground designed primarily for the children of Chinatown, New York City, was opened early in September, another step in the program to provide increased recreational facilities for the residents of Chinatown and other children in the section. The playground occupies one and three-quarter acres and has facilities for baseball, volley ball, paddle tennis and other sports. It contains a small shelter where mothers may sit in the shade while the children play.

At the Annual Meeting of the School Garden Association of America — From June 28th to July 1, 1937, the School Garden Association of America held its twenty-seventh annual meeting in Detroit, Michigan, in connection with the annual meeting of the National Education Association. Leaders in the movement presented reports of developments throughout the country. No city

represented at the conference reported on a longer period of operation of gardens than did Detroit. Initiated in 1905 by the Twentieth Century Club, a woman's organization, the children's garden program was conducted by volunteers for eight years when it was established as a regular activity of the Board of Education and became affiliated with the 4-H Clubs, a few years later being taken over by the Recreation Department. The program has enjoyed a steady development, with canning centers during the World War, meetings of the groups conducted by boy and girl officers, exhibits, flower festivals and an annual achievement day.

Interesting features of the meeting included visits to school gardens, to the garden center sponsored by garden clubs, to the Fordson High School with its unusual horticultural department and to the horticultural gardens located on property which is part of the homestead of Henry Ford's father. Here garden instruction is given children of the Fordson Junior High School and the Fordson High School. Each student of the junior high school has a garden plot 20 by 60 feet, while the senior high school group members have gardens of 40 by 60 feet. A visit was also made to Mr. Ford's own gardens notable for their extent and variety.

Where Sam Houston Camped—The historic camp ground of Grapevine Springs, Texas, famous because President Sam Houston of the then Republic of Texas once made it his capitol for thirty days while he pondered the affairs of his nation, has been made available and attractive to the public through an extensive program of building and beautification. Construction of roads, gravel paths, retaining walls of colorful native work, foot bridges, a dam and numerous picnic units have been part of the WPA's program of development, a program financed chiefly by the WPA, with substantial assistance from a sponsor. All improvements have been made to fit the natural setting and all construction work has been done in native stone.

Grapevine Springs Park is located near Dallas Texas, and serves thousands of persons living in a thickly populated farming section. It consists of twelve acres of oak, elm and pecan trees which afford abundant shade, and a crystal-clear spring from which the park derives its name.

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An Industrial Recreation Center — The Industrial Mutual Association of Flint, Michigan, owns Potters Lake, twelve miles east of Flint on a state highway, which the association has developed as a recreation center for its members. On the shore of this beautiful inland lake are 400 acres. Along the west shore are twenty-one cottages which are rented to I.M.A. members at low rates. On a peninsula jutting far out into the lake are a dance pavilion, merchandise and lunch stands. One of the features is a bathing beach and bath house, one end of the beach being reserved for children's wading. There is a well equipped children's playground, and in addition there are a number of picnic tables, benches and outdoor stoves available at all times for members and their families. The park is equipped with horseshoe courts, a baseball diamond, rest rooms and ample parking space. There is excellent fishing in the lake and boats are available at low rental rates. During the summer many events are held for members and their families, such as swimming meets, picnics, band concerts and boat races. Many factory picnics are held at the lake.

American Education Week—The seventeenth Annual American Education Week sponsored by the National Education Association, the United States Office of Education and the American Legion will be observed November 7-13 for the purpose of "focusing the attention of the American people upon public education as an indispensable phase of democracy."

The specific theme chosen for this year is "Education and Our National Life" with the following day by day topics suggested for discussion:

Sunday, Nov. 7—Can We Educate for Peace?
Monday, Nov. 8—Buying Educational Service
Tuesday, Nov. 9—The Horace Mann Centennial
Wednesday, Nov. 10—Our American Youth Problem
Thursday, Nov. 11—School and the Constitution
Friday, Nov. 12—School Open House Day
Saturday, Nov. 13—Lifelong Learning.

To give assistance in program planning the National Education Association is issuing handbooks, source books, leaflets, posters, stickers, and packets of materials covering all phases of the week and its topics, adapted to the various school levels and to adults. These are moderately priced with special discounts for quantity orders. A list of available publications and prices may be obtained from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

St. Paul's Municipal Playground Artists — The St. Paul, Minnesota, Playground Department is making a special effort to encourage the natural talents of children in music and dancing. One thousand talented boys and girls belong to the Municipal Playground Artists who are serving many local groups. During 1935-36, free community programs were presented at local community centers by children chosen from each neighborhood. The children rehearse in units of ten or fifteen, carrying out a special theme through music and dancing. Over a hundred broadcasts have been given during the year. A special MPA cruise was conducted over Station WTCN, and each Saturday the artists were to be found either on ship or in a special country giving to the world the music of that country. A girls' glee club has been organized, a junior symphony orchestra, singing guitar group and several musical trios. The group holds monthly meetings ending with a party. The Artists' Mother's Club plays an important part in the activities of this group by its service and assistance at all times. Nearly 200 special achievement pins have been given by the club to the artists who have earned the required points.

AN EDUCATIONAL MAGAZINE

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The High School Thespian is the only national journal in America devoted exclusively to the interests of educational dramatics. It is published as an educational service for teachers whose duties include the sponsorship of dramatic clubs, teaching of classes in dramatics, stagecraft, make-up, costuming, and play production.

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A Map As a Woodcraft Project—One of the projects of the woodcraft classes maintained by the Division of Recreation of the Park Department, Framingham, Massachusetts, was the making of a jigsaw map of the United States. The map fitted together shows the larger cities, capitals of states and important rivers. This project had a two-fold feature: correlation with the history and geography classes and the development of skill in wood carving, the use of tools and the promotion of creative ability in the children.

Hobbies—The Hobby Guild with headquarters at the Hotel Knickerbocker, New York City, has completed a survey among social, religious and leisure time organizations and individual members to determine the trend of pursuits in which the average person is engaged. Photography has made great progress as a leisure time activity in the last year, according to the study, with the miniature motion picture branch of this hobby making the greatest strides. Interest in arts and crafts has greatly increased. The most active of the craft hobbyists are those indulging in model making.

New Swimming Pools for American Communities—Officials in 750 cities and towns of the United States, according to the May issue of the *American City,* are making ready to open for the season more than a thousand swimming pools constructed or improved by the Works Progress Administration and this agency's predecessors in the Federal Works Program. CWA built more than 200 pools; PWA 350 new pools and improved 226 old pools; WPA 250 new pools and 61 old. These figures do not include many projects still under construction that will soon be available for use.

Ann Arbor Receives Wooded Tract—A tract of eighteen acres of wooded land along the Huron River has been given the city of Ann Arbor, Michigan, by Harry B. Earhart of Ann Arbor and Detroit. The plan for development by the City Board of Park Commissioners involves the assistance of the National Park Service in landscaping, beautification, and the removal of stone. The property will be preserved in its native state except possibly for the provision of paths for visitors.

A Drama School—The Department of Recreation of Oshkosh, Wisconsin, maintains a drama school in which 103 individuals are registered representing church groups and other community units. Those taking the course meet once a week for three months. The plan involves an exchange of presentations each unit appearing in all the other churches represented.

Much Ado About Doing

(Continued from page 407)

Juvenile offenders are increasingly being turned over for supervision and guidance to recreational organizations. Recreation facilities are being increased in areas with high delinquent rate.

Part Three

Part Three of the study is an analysis of what the community (Los Angeles) is doing to meet the leisure time needs of youth. Space does not admit of its inclusion.

Conclusions and Recommendations

The conclusions of the study are that youth will find expression in some form of leisure time ac-

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vity, and if no constructive outlet is found de-ructive results will obtain. Youth will respond creasingly to wholesome leisure time programs, ot enough of which have been provided to cover l youth. It is the responsibility of the commu-ty to provide positive recreational opportuni-es, and all community agencies, both public and ivate, must assist in answering the leisure time eeds of youth. It is the responsibility of the adership of these related agencies to challenge eir respective constituents to concerted action at the leisure time needs of youth may be met.

As for recommendations, it is specifically rec-mmended that all agencies take steps to col-borate, each in its own province, in providing e following for youth: More lighted indoor d outdoor recreation centers, opportunities for ore "co-recreational" sports, more cultural ac-vities, such as music, drama and arts and crafts, ore opportunity for wholesome social recrea-on, the development of an adequate co-recrea-onal camping program and a more adequate out-oor program for young men and young women, reful study of program content and technique r young people's club activities, and cooperative publicity, so that all youth may know of the recreational facilities and program offered.

Shorter Hours for Shut-ins

(Continued from page 408)

regular duties, and thus help to make it a definite part of the recreation service of the city.

Some Values of the Service

A recreation program for the shut-in child gives a double service. It not only brings happiness to the boys and girls, but gives the parents an opportunity for some relaxation from a great physical and mental strain and worry. Although this latter benefit may not be admitted by the parent in most instances, it nevertheless cannot be denied. Eight months of this type of service has only opened up other avenues into which this program may be directed. Elderly people whose eyes are growing dim with age have asked for the readers to visit their homes. With an increased staff this and many other services may be added as very important phases of a recreation program. One private organization has given benefit shows to buy musical instruments for the less fortunate

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boys and girls, while other groups have volunteered transportation to take amateur entertainers to the homes of the handicapped for special performances.

Actual results of this program to date in Akron are:

(1) Happier hours for handicapped children and parents.
(2) Organization of a parents group as a co-operative agency.
(3) General improvement in school work as reported by visiting teachers.
(4) Increased attempts and desires on the part of some of the boys and girls to overcome their handicaps.

Certainly any program that may give such results is worthy of experimentation by all organized recreation departments.

Some Sports and Their Developments

(Continued from page 411)

thrills. The highest pitch of excitement marks every game. Whizzing at terriffic speed up and down the rink, absolutely oblivious of safety, it seems a miracle that any of the players survive. That they do not get by unscathed is attested by the marks of battle of some of the best players in the game, one of whom has 163 scars and a broken collar bone.

A friendly little game, this ice hockey, but certainly one which we would not be ashamed for our ancestors to have seen and compared with their own wild contests of a dozen centuries ago.

Thanksgiving "Giblets"

(Continued from page 413)

Thanksgiving ..... Free
A reprint from the October 1926 issue of RECREATION, including a bibliography of plays, music and poems appropriate to Thanksgiving and a party.

A Thanksgiving Party ..... $.2
Suggestions for a party including decorations, invitations, games, dramatic and creative activities. (In October 1936 issue of RECREATION)

Collections of Thanksgiving Recitations, Monologues Dialogues, Plays, Exercises and Drills for All Ages
(Order from the publishers)

Hallowe'en and Thanksgiving, Nina B. Lamkin 5
Samuel French (New York and Los Angeles)

Good Things for Harvest Time, T. S. Denison & Co. (Chicago, Ill.) 4
Includes suggestions also for Labor Day, Harvest Home, Columbus Day, Armistice Day and Theodore Roosevelt's birthday.

Baron DeCourbetin

Baron DeCourbetin, promoter and organizer of he modern Olympic Games, died in Geneva on September 1, 1937. In 1894 Baron DeCourbetin became convinced that athletics should play a large part in educational development and warned against the commercialization of sport. As early as 1883 Baron DeCourbetin worked to introduce sports into the French schools. In later years he was critical of too many "international competitions and championships" leading to "exaggeration." For thirty-one years Baron DeCourbetin served as president of the International Olympic Committee, retiring in 1925 to be succeeded by his associate, Count de Baillet Latour.

Recreation Rehabilitates the Shut-in

(Continued from page 420)

York, to equip a pleasant craft room for men. Two rooms in the Family Welfare Building, Dayton, Ohio, were remodeled through the cooperation of the Lions Club, Junior Chamber of Commerce, Junior League, and others to house a dramatic program for the blind.

Permanent Achievements

The continued existence and development of this experimental service has become a matter of importance to institutional directors. Many are dismayed over the possibility of continuing without WPA assistance. Others have demonstrated their enthusiasm for the program by adding to their payrolls these WPA leaders who have served in their institutions.

In Rockford, Illinois, a leader was released from the WPA project on account of curtailment of funds and immediately engaged by the Rockford Children's Home to continue the recreation work she had started there. The Superintendent of the Women's Reformatory, Rutland, Vermont, has written that she is making every effort to obtain funds to make the program permanent. Two of the three leaders at the Michigan Reformatory at Ionia were hired by the State and immediately resigned from WPA.

"It was a mooted question in the beginning as to the kind of reception this pioneer program would meet with when presented to the heads of these institutions. A recent survey, I am happy to report, disclosed that the consensus of opinion is that it has been not only well received but so

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parks and Recreation, September 1937
- Income Tax and Park Employees
- Historic Camp Ground Becomes Beautiful Park
- Cheyenne Mountain Park

Leisure, September 1937
- Hobbies of the Sightless, by D. J. Rahn
- Industrial Recreational Programs, by Frances Overpeck
- Early Play Parties Revived in Texas, by Emma Bolling
- Button, Button, Who's Got the Button? by Dorothy Walkley
- Discovering and Developing Leaders for Leisure Time Programs, by R. Bruce Tom

Hygeia, September 1937
- Sane Manias—Hobbies of Varied Personalities, by S. R. Winters

The Journal of Health and Physical Education, September 1937
- Recreation Reinterpreted, by Eduard C. Lindeman
- Some Physiological Effects of Activity, by Adrian G. Gould
- Square Dance Figures of Tidewater Virginia, by Caroline B. Sinclair
- Soccer-Basketball

Public Management, August 1937
- Measuring Public Recreation Systems, by C. E. Ridley and H. A. Simon
- Trends in Community Recreation Centers, by George D. Butler

The Nation's Schools, September 1937
- Down with Delinquency—Adventures in Cooperative Recreation, by Virgil M. Rogers
- Win or Lose—But Play, by Ethel Perrin

Child Life, August 1937
- Busy Time (Seven games, stunts and things to do), by Floyd L. Bartlett
- Let's Make Sailboats, by Ella Dolbear Lee
- Party Favors, by Hazel F. Showalter

Child Life, September 1937
- How to Make a Bracelet and a Napkin Ring, by Elsie Vogt
- Child Life Hobby Club

PAMPHLETS

The Church and American Rural Life. by Benson Y. Landis
- Council of Women for Home Missions and Missionary Education Movement

The Biggest Racket in America, by H. Eliot Kaplan
- National Civil Service Reform League

Annual Report of the Recreation Department of the Industrial Mutual Association, Flint, Michigan, 1936-37

American Universities and the AAU, by E. L. Damkrogen
- Alexander House Settlement, Wailuku, Maui, T. H.

Studies of Community Planning in Terms of the Span of Life, by Catharine F. Lansing
- New York City Housing Authority

Vacation Dividends, by Lena Madesin Phillips
- Pictorial Review Co., New York City

A Handbook of Private Schools

21st edition, May 1937. 1184 pages, 4000 schools. 250 illustrations, 14 maps. Round corners, silk cloth, $6.00

More than a guidebook—it is a discriminating review of education as it is and as it may be

"Not only does it state clearly, and in no mincing words, what is the trouble with American education, but it is an invaluable source book of pregnant quotation, and an equally invaluable bibliography of liberal writing and thought. I wish to God every parent could read it understandingly, and I would like to stand most university presidents and headmasters of schools in a corner, dunce caps on their heads, and keep them there until they had learned your book by heart. It is a magnificent production." *Struthers Burt, Author, Three River Ranch, Wyoming.*

"Should be read and pondered by every would-be intelligent parent who has a child to educate. You review pithily the most invigorating and thought-provoking matter bearing on human problems that has come out in the course of the past year. You deserve high praise for transforming what might seem a commercial venture into a cultural event." *E. A. Ross, Emeritus Professor of Sociology, Univ. of Wisconsin.*

A BRIEF SCHOOL GUIDE

Lists and classifies by type and locality the more important Boarding Schools and Junior Colleges—Boys, Girls, Coeducational. 2d edition, 1937, 132 pages, 700 schools, 14 maps, 97 illustrations, cover in color. SINGLE COPY 25 CENTS.

Write for Table of Contents

PORTER SARGENT, 11 Beacon St., Boston

satisfactory in its operation that none of the institutions would be without this service." Thus the WPA Supervisor of Education and Recreation in State Institutions commented on his Wisconsin program. And then he gives this indication that none need be without this service. "At a recent meeting of the Board of Control a close analysis was made of the value of individual leadership and their retention decided upon. This was for the purpose of making the project a permanent part of the work of the Board after the passage and signing by the Governor of the Biennium Budget."

Whether or not the program is immediately taken up and carried on by the hospitals, prisons, asylums and the rest, its effect upon these institutions has been permanent. Doctors, criminologists and parents will insist on the retention of methods which have done so much to rehabilitate the handicapped. Nurses of their own volition have taken courses preparing them to assist in this work. In the Psychiatric Division of Bellevue Hospital nurses in training are required to attend classes of demonstration and instruction in recreational therapy conducted by WPA leaders. Also, during the training period they assist the leaders in their work with patients.

And patients will continue to write letters like this one from Seaview Hospital, Staten Island, New York. "Most of us have been confined here for a lengthy period . . . are prone to devote too much time to thinking of our troubles . . . are apt to become mentally stagnant. This work you are carrying on comes as a blessing to us, taking us away from the deadly monotony of our daily existence. So for myself, and the rest of the boys of this ward, I thank you."

The Art of Pitching Horseshoes

(Continued from page 422)

issue of *The Horseshoe World,* states:

"In sighting the shoe one should either bring the shoe up in front of the face with the arm extended, or swing it up there for the aim. Some players use the broken arm method of sighting the shoe, which means that the shoe is sighted with the elbow pointing down, and the hand and forearm raised, so that the stake cuts the line between the eye and the stake. Practice will make either method successful. After the shoe has been held just an instant for the aim, the back swing is started, the shoe passing by the right leg, and to a point back of the player, where it cannot be swung any farther without discomfort or loss of balance. This point of hesitation in the back swing, before the forward swing is started, is known as the termination point in the back swing. The shoe is then swung forward and released before the nose. All during this swinging operation, the arm is kept straight and swung from the shoulder, like the pendulum of a clock. This is known as the pendulum swing. The weight of the shoe is sufficient to build up enough momentum to carry the shoe over the forty feet of space between the stakes. The shoe is never pitched, tossed, thrown, pushed or heaved towards the stake. It is swung."

At the termination point (end of the backward swing and the start of the forward swing) the pitcher, if right-handed, should step forward with the left foot and swing the delivery arm forward with an easy and natural sweep. In case the shoe is turning too much, or not enough, the pitcher should shift his grip on the shoe slightly between the toe and heel calks.

Rhythm and timing of the swing are important factors in the game of horseshoes. The pitcher should aim to pitch for rhythm by using a long swing and keeping the arm straight as stated by Brown. There should be as little knee action as possible. The body should be bent forward and perfect balance should be maintained at all times during the delivery of the shoe.

Stamps and Recreation

(Continued from page 424)

Navy issues came from the government presses, for example, every child was told the stories of the heroes whose portraits adorn the stamps, as well as the events of national importance with which each was associated. This instruction is in narrative form, and Mr. Miller devotes considerable time after each lecture to a period of questioning.

History, however, is not the only point of instruction, for the study also embraces the angles of art, printing, design and several other allied fields.

Mr. Miller can tell many interesting tales of the creation of important collections by children and the devious and varied means they employ to obtain stamps. Old trunks and family records are ransacked, business houses are solicited for envelopes, juvenile dealers are consulted, and, though the practice is not encouraged, even public dumps are searched.

In connection with the latter, Mr. Miller recalls that one of the most valuable collections in Hartford, a city widely known for its interest in philately, was started from stamps obtained from a dumping ground. The collection, which was years in the making, recently was appraised for tax purposes at over $50,000, and the collector readily admitted some of his earliest and most valuable items came from envelopes he found on public dumps as a boy.

The Hartford stamp clubs are now over a year old, and both Mr. Dillon and Mr. Miller are convinced they constitute one of the most important factors in the city's program of educational recreation.

New Audiences

(Continued from page 426)

self, jumped on the stage, grabbed Zan by the coat tails and shouted: "You dope, here it is."

Many stories can be told about the spontaneity of the outdoor assemblages. At a performance of "Melodies on Parade," a revue of the "gay 90's," the audience joined in the singing of old time favorites—and without prompting. An old man sitting next to me knew every song, every gag, backwards and forwards, and sang in a pleasing baritone throughout the evening.

In Queens, contrary to usual custom, the audience did not chat during the intermission, but beat time with their hands to Souza's march as it was being played by the orchestra.

The actor, once he has accustomed himself to the limitations of the Caravan stage, gives all he has in return for his audiences's infectious enthusiasm — for it has given him something for which he can indeed be grateful—proof that although the commercial theater cannot absorb him, the people want and love his art.

Recreation workers will play their part in the Community Mobilization for Human Needs campaign which, in the the words of Charles P. Taft, Chairman, "is the expression on a nation-wide scale of that love of neighbor which is the key to happy community living."

Sports "Carry-Over" in the Home Recreation Program

(Continued from page 428)

It is probably true that such occasions go further toward regulating and improving home relationships than almost any other activity. Nature lends a hand to those who look upon her beautiful mountains, lakes, rivers and seashores. An appreciation of the magnitude and grandeur of much of our scenery dwarfs the petty problems which may seem insurmountable in many American homes. Here sympathy and understanding are generated. An appreciation of what has gone before in American pioneer life will leave the present generation better fitted to face in a constructive way the unknown problems of family and society.

A Challenge to the Home

The present social status points clearly to the need for careful attention to the importance of life within the home. We have passed through a

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decade or more of unprecedented material prosperity which has ended in one of the most difficult economic eras of our history. Elaborate and almost unlimited development of commercial recreation and entertainment has had certain destructive effects on American family life. The ease and efficiency of travel, ever increasing, with the attending problems for young and old alike, further challenges parents to make home life more complete and better organized. The prospect of shorter working hours may prove of great advantage to the home. It also may prove destructive, if free time is not used for some wholesome activity.

Will the home meet the challenge?

Municipal Organization in Junior Club Work

(Continued from page 436)

followed by another at which those children wh kept the best health habits for the two week were honored. A "Health Honor Roll" was se up in a conspicuous place on which were put th names of those children who corrected defects.

The rôle of the leader in a project of this kin is clearly evident. Many authorities in the fiel of recreation have been known to divorce educa tion from recreation. Recreation and educatio however, are very closely connected and it is th job of the recreation leader to supplement th work of the schools and help them in every wa possible. Thinking of education in its broad sense, as the everyday experiences which go mold the character and develop the child social and physically, the recreation leader is indeed teacher. He must be continuously alive to teac ing opportunities and also to situations whi make it possible for him to get children to expre themselves through the tool subjects as learn in school.

Playparks in Great Britain

(Continued from page 438)

the area for active play should be of hard court material to allow of constant use.

(2) The layout should allow easy supervision.
(3) Lavatories should be convenient to all parts.
(4) Ample drinking water should be provided and should be of the jet type to avoid contamination.
(5) A small Red Cross outfit should be provided for cuts, bruises, etc..
(6) In a large scheme it might be an advantage to provide for Scouts, Cubs, Guides and Brownies in addition to the small children's games, etc., also a crêche or clinic so that the whole youth movement is coordinated.
(7) Ample shelter should be provided.
(8) Gardens and planting should be fenced.
(9) Paddling pool water should be frequently changed.

In conclusion there is a general summary und the following headings: The Need of Playpark Sites, Sizes and Frequency; Planning; Plantin Distribution of Cost and Effects on Values Property; Organization; Powers of Local A thorities to Acquire Open Spaces, and Propos of the Government for Physical Training Recreation.

New Publications in the Leisure Time Field

The Book of Festivals

y Dorothy Gladys Spicer. The Womans Press, New York. $3.00.

THIS BOOK of festivals preserves in full detail authentic memories of what America should not be permitted to forget of beauty and joy." Thus Dr. John H. inley in his foreword characterizes this comprehensive ompilation of festivals. The festivals described in the olume have been selected on the basis of nationality, ith the two exceptions of the Hindus and the Mohamedans. In general the holidays of a country's predominant religion have been selected as typical of the country. s it was impossible to include the festivals of all nationalities in a single volume, the author has made her asis of selection in the main the European and Oriental ationality groups most widely represented in the United tates. In collecting her data Miss Spicer has had the ssistance of many racial leaders and authorities. Recretion workers will want to avail themselves of the assistnce offered in this authoritative volume.

Twelve Festival and Dance Programs For Spring and Christmas Exhibitions

y Margery Coe Hawley and Mary Kate Miller. Burgess Publishing Company, Minneapolis, Minnesota. $1.50.

N THIS MIMEOGRAPHED BOOK, which is illustrated with sketches showing costumes, the authors have attempted o avoid the mistakes which so frequently mar public perormances. For this reason the programs suggested are mple, the staging and costumes inexpensive, large roups are included in which the less skillful may take art, and all dances used may be taught as regular class ork long before the program is presented. The proams, six of which are devoted to Christmas and six to ring production, include all types of activity, and are uitable for all grades and ages. They are adapted to ther indoor or outdoor use. All the programs offered ave been tried out and found successful.

Notes For Modern Dance

y Mary P. O'Donnell and Sally Tobin Dietrich. A. S. Barnes and Company, New York. $2.00.

THIS BOOK will be of most value to students who have worked in "Survey of Rhythmics," "The Teaching f Modern Dance," and "Studies in Modern Dance" or similar courses. The movement skills described are ot intended as a set of prescribed exercises, but are to be sed as a point of departure for the building of many ore technique skills and ultimately for dance composion. The authors urge that the student be given the opportunity to discover for himself as many variations of a articular movement as possible. Music is offered for he use of the accompanist.

Safety For Supervised Playgrounds

Prepared by the Education Division, National Safety Council, One Park Avenue, New York City. Price 25¢.

TODAY WHEN the public playground and the trained play supervisor are considered necessities in every progressive municipality, the element of safety in children's play assumes a place of great importance. The playground offers the child happiness and security only so long as it affords protection and this protection is a combination of training and environment.

This new pamphlet is a guide to the director in checking dangerous conditions and keeping him alert to the fact that every piece of apparatus, every activity, even the surface of the playground, holds possibilities for accidents. Especially valuable are the sections on the safe use of apparatus, the safety programs which have been used successfully in a number of cities, and the new ideas for stimulating interest in safety. A summary of the accident experience of twenty-four Cleveland playgrounds during the summer of 1936 shows that among the playground patrons no age is immune from accident. A two-year old and an eighteen-year-old were among the casualties reported that season. The pamphlet also contains explicit directions for procedure in case of injury and a sample accident report. A number of attractive photographs taken on playgrounds show well-planned game areas and children at play using various apparatus in the proper way.

Hunting With the Microscope

By Gaylord Johnson. Leisure League America, 30 Rockefeller Plaza, New York City. $.25.

WITH THE GROWTH of scientific clubs as a phase of recreation, this booklet will commend itself to all who do their hunting with scientific instruments. Another book of the Leisure League series designed for the amateur scientist is *Discover the Stars* which gives some fundamental facts and outlines techniques.

Personality and the Cultural Pattern

By James S. Plant, M.D. The Commonwealth Fund, New York City. $2.50.

IN HIS NEW BOOK Dr. Plant has gathered up the fruits of fourteen years of clinical observation of children and parents. He has had a growing conviction that the environment of the individual—that is, the cultural pattern in which he lives—has much to do with the kind of motivation which expresses itself in personality traits. This interplay of environment or cultural pattern upon personality is the central theme of the book.

Naturally the type of cultural pattern determines in a measure the type of personality of the individual. There have been in the past God-centered patterns, family-centered patterns, and state-centered patterns. At present,

Dr. Plant contends, we are moving into an individual-centered cultural pattern. Social thinking necessarily centers, therefore, around the individual with its inner motivations and the outer influences of its environment. We now accept the fact that if we are to change the individual we can probably bring about such change more effectively by altering the environment in which the individual lives than by probing his inner motives. We therefore ask these questions: What does family life do to the personality of the child? What part does the school, the church, the law and industry play in the development of personality? What is the function of recreation in personality development? What kind of education, and how much education, do we need to get in order to secure the best results in personality development?

The chapter on "Recreation" is a challenging one. "It is perhaps true," says Dr. Plant, "that in our recreational life we can bring into play the entire integrated personality as we cannot elsewhere—and it is perhaps true that this is precisely the reason that we gain such refreshment in the most wholehearted undertaking of recreation." The most serious problem in the recreation field, he says, "is not one of developing a polished set of techniques but of eliciting and strengthening these highly desirable informal elements which already exist. An institutional structure is probably required—but its policy should be that of inviting rather than regimentation."

This volume is not easy reading but it will repay the careful study which recreation executives and others may give it. Reviewed by *E. C. Worman.*

Natural Color Film—What It Is and How to Use It.

By Clifford A. Nelson. The Galleon Press, New York. $1.50.

If photography is your hobby—particularly if you are intrigued by the use of color in motion picture or still photography—you will be interested in this book with its new approach to the entire subject of natural color photography. Non-technical and informative, the book has been planned and written for the amateur worker who wishes to achieve the full beauty available in "Kodachrome."

The Relationship of City Planning to School Plant Planning.

By Russell A. Holy, Ph. D. Bureau of Publications, Teachers College, Columbia University, New York. $1.60.

City planning is at last beginning to assume the place in community life to which its importance has long entitled it and which municipalities have been slow to recognize. And in intelligent city planning school plant planning must be an essential consideration. This study by Dr. Holy published with the approval of Professor N. L. Engelhardt, has had two purposes: (1) to investigate and appraise the degree of existing articulation of school building planning and city planning, and (2) to formulate recommendations for the improvement of both city planning and school planning by means of a better articulation.

Understanding Architecture.

By H. Vandervoort Walsh. Art Education Press, Inc., 424 Madison Avenue, New York. $.50.

"We do not have to go to Europe to understand architecture. We can begin right in our own town to make our first conscious observations. Ask ourselves the first question, 'What are the different kinds of buildings in our town?' Then inquire deeper, 'What are the social activities that made it necessary to build?' Finally we come to the first and fundamental matter concerning all architecture—does the building serve the people who use it?" To show how these questions may be answered through architecture is the purpose of this attractive booklet which presents some of the fundamental principles which should enter into the planning of building. It is unique in the skill in which it interprets to the lay mind beauty in building.

The American Home Course in Period Furniture.

By Lurelle Guild. Art Education Press, Inc., New York. $.50.

The individual whose hobby is antique furniture, or for that matter one who is only mildly interested in the subject, will find fascinating material in this attractively illustrated book giving information regarding the furniture of various periods and their originators.

Digest of Laws Relating to State Parks.

National Park Service. United States Department of the Interior, Washington, D. C.

In response to numerous requests, the National Park Service has undertaken the compilation of a digest of all state park and recreation laws of a general and permanent nature. Special attention has been given to the important consideration of making it as convenient as possible for the reader who desires to know the law generally or who may seek the law on a particular subject as it relates to recreation. The material has been published in three volumes: (1) Alabama to Mississippi (2) Missouri to North Carolina; (3) North Dakota to Wyoming.

Children's Mental Whoopee.

By Mabel H. Meyer. Simon and Schuster, New York. $1.00.

Here are seven new games—and there are ten sets of each game—which will provide entertainment for children from six to twelve and will tax their ability to think quickly.

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Freedom

THE RECREATION MOVEMENT stands for the "flowering of personality," letting—helping each person to express the full beauty of his gifts such as they may be. We do not want a world of men all alike. In every group we want a "minority," even if it be a minority of one—whose rights are respected.

We live in a world of mass production by machinery. Every Ford car in a given class is exactly alike even if there be several million. Every human being, every child at the recreation center is different, is individual, and it is our desire to develop the difference, the individuality.

Mass activities—swimming, skating, dancing may be so planned as to leave each person free to be himself, to develop himself to keep himself different, alive; or they may be used as a means of control, of regimentation, of trying to make each person like everyone else—the creation of a horrible world of uniformity.

Respect for personality should be a foundation stone for recreation workers. A reasoned faith in human beings is essential. Control of the many by the few is even worse in recreation than in other parts of life. It is in recreation that democracy should have full expression.

Free choice of what one will do in one's own free time is essential. Exposure to all that is called best by the wisest—yes. But the recreation worker should lean over backward in trying not to make those who come under his leadership over into his own pattern. Let persons because they are persons make themselves over—if they care to be made over. Keep always the ideal of letting each person decide for himself the activities that have life-giving power for him. Fortunately men are so built that they have considerable power in resisting external compulsion in their free time.

Freedom is a watchword of recreation—freedom for each individual to grow, freedom under discipline; and freedom under a cooperative plan to give freedom to others as well as to oneself.

Recreation is a sorry thing when it becomes a tool for changing men according to ideals which they themselves have neither chosen nor accepted.

HOWARD BRAUCHER.

When Christmas Comes!

Photo by H. Armstrong Roberts

New Toys From Old

Sleighs and reindeer give way to trucks and motors, as thousands of modern Santa Clauses everywhere take over the joyful task of scattering Christmas cheer!

BECAUSE Santa Claus of late has been overlooking some children (and good ones, too) recreation commissions and other agencies in an increasing number of cities are helping him out in an annual toy-gathering, toy-mending and toy-distributing campaign just before Christmas. A description of the ways in which these volunteer "Santa Clauses" work in several communities will be helpful to those groups who want to see that every child has something in his stocking on Christmas morning.

Washington Is "Toy-Minded"!

They say that too many cooks spoil the broth, but numbers of cooks contributed to the Playground Santa Claus Shop in Washington, D. C., last year, each mixing in his own special ingredient to make a perfect dish.

At the outset the Department of Playgrounds, of which Sibyl Baker is Director, and the Congress of Parents and Teachers were designated by the Council of Social Agencies to collect, repair and distribute toys to needy children. The gifts were to be distributed through requisitions from the Central Christmas Committee.

The H. L. Rust Company lent a building to house the toy shop, which was supervised by the playground engineer and his assistant. The *Washington Herald* installed four telephones and arranged for gas and electric service. Forty-four fire stations acted as receiving stations for donations of toys, staple foods and clothing. At many of the stations firemen mended and painted the toys before delivering them to the Santa Claus Shop. The toys were delivered to the Shop from the firehouses in trucks, and the Premier Taxi Company visited over 1,224 homes in a toy-collecting campaign. In order to assure the sanitary condition of the toys, the Arcade Sunshine Laundry disinfected and cleaned over 200 cloth dolls and animals.

The toys collected from homes and from the firehouses were not the only sources of gifts. Various individuals and companies contributed money and toys; children from one school sent 21 dolls and 191 other toys, while another school donated 100 dogs and 100 dolls. Girls on the District playgrounds dressed 250 dolls for the Toy Shop. At the peak of the work of repairing dolls, a group of WPA seamstresses spent two weeks dressing dolls, and two generous volunteers each dressed fifteen dolls in exquisitely made clothes. Fifteen men from the WPA sorted, repaired, painted and shipped toys.

Through the toy matinee conducted on December 12th at Loew's Capital Theater with the cooperation of the *Washington Post,* the Playground Santa Claus Shop received approximately 2,500 toys, dolls and gifts. The People's Drug Store put boxes for donation in their stores and the Terminal Taxi Cab Company collected them and brought them in. The drug company also sent in 105 broken dolls out of which the repair crew made 50 good dolls.

Courtesy Pasadena Department of Recreation

The Midnight Treasure Hunt, conducted by the *Washington Herald* Globe Trotter, in cooperation with Station WOL and RKO Keith's Theater, furnished a great deal of fun to participants and produced approximately 300 toys, 700 articles of staple foods, 300 cakes of soap and much used clothing.

To supplement the donations of the city, the Playground Santa Claus Fund received donations amounting to $1,800 from the *Washington Herald,* $410 from the *Washington Post* and $39 from other groups. These funds were expended for clothing and gifts for boys and girls over twelve. Dolls also had to be purchased as donations alone do not fill the city's needs.

All requisitions for toys, either to families or to agencies, were cleared through the Christmas Registration Bureau of the Council of Social Agencies. The Council forwarded requisitions for toys for 2,229 children to the Toy Shop, the toys to be distributed through hospitals, recreation centers and various other agencies. Other persons and agencies submitted names to the Shop, including directors of playgrounds and recreation centers. A number of generous people asked to be allowed to carry Christmas to some individual family and many volunteers helped in the work. The playground staff also gave all its free time during the month of December in carrying out the program.

To distribute the gifts required the services of a fleet of trucks and volunteer cars working from December 15 until late on Christmas Eve, but when Christmas Day came, the Playground Santa Claus Shop was able to say that nearly 2,600 families representing 8,150 children had been served with suitable gifts and a Christmas greeting and every request referred to it had been met.

"Putter Shops"

Outstanding among experiments in inter-agency events are the "Putter Shops" initiated in Seattle by the Camp Fire Girls, but enlisting also the joint efforts of Boy Scouts, Girl Scouts and Girl Reserves. While built around Christmas, many aspects of this project could be adapted to any season.

The shops were based on the Christmas-giving theory that the only truly considerate manner of spreading Christmas cheer is that which spreads the means by which needy families may plan and make their own cheer. Six neighborhood shops were set up. Working materials were solicited from industries, stores and homes, the Relief Administration provided instructors, and the Community Fund sent out 15,000 notices inviting families to come to the nearest shop to make use of its facilities and materials in making Christmas gifts for their families. Tools were borrowed, rented or brought by the families that used the shops. Schools and civic clubs lent their aid where needed, and cooperation with the Family Welfare Society was fundamental.

Fathers and big brothers made bookshelves, sewing cabinets, children's desks and doll houses. Mothers made gingham dogs and cats, special articles of clothing and new outfits for their little girls' old but mended dolls. Everybody, including the children, made toys. Boys and girls enrolled in the agencies were used for a variety of tasks in organizing and operating the shops, which were managed by group leaders under a joint committee. The crafts and vocation training of the Boy and Girl Scouts, Camp Fire Girls and Girl Reserves was used effectively to interpret their program of community service. Boy Scouts with merit badges in printing printed the invitations; others, working for their merit badge in photography photographed them at work, making excellent photographs for news pictures. Girls taught other girls at the "Putter Shops" to crochet or knit simple gifts for Christmas, or demonstrated the making of inexpensive candy or cookies. Boy Scouts repairing and rebinding books would make a good exhibit at any season.

Collecting Toys for a County

Each year in Westchester County, New York hundreds of boys and girls, through the Recreation Commission, contribute Yuletide gifts to their less fortunate neighbors. Since early summer discarded playthings have been piling up in the workshop where they are to be repaired, for boys and girls are urged to make a thorough search of their attics and playrooms. All manner of toys large or small, but especially dolls and wheel toys are welcomed in no matter what state of disintegration they may be. Amateur carpenters and seamstresses, supervised by skilled workers, will have so transformed the old playthings as to make them look and work like new.

The project whereby children in institutions and boarding homes are made happy each Christmas is conducted jointly by three agencies: the Westchester County Recreation Commission which co-

lects and reconstructs the old toys; the Westchester Children's Association which provides necessary materials and other assistance, and the County's Department of Child Welfare which takes care of the distribution. Local recreation commissions conduct similar projects in a number of county communities.

When Christmas Eve comes around a corps of trucks and private automobiles will carry about 3,500 presents to the county's underprivileged children.

A "Mile of Dimes"

The Public Recreation Commission of Cincinnati, Ohio, raised about $3,500 for Christmas toys for children in relief families with a "Mile of Dimes" campaign. A portion of downtown Government Square was set aside for the purpose and everyone passing was asked to add a dime to make the mile. A mile equalled $3,000, so the goal was more than reached. Approximately 20,000 children were provided with toys, about 15,000 of which were received from the Board of Education, the toys being made by children in the upper grades and high schools in the manual training and domestic science classes. "It was a real thrill to us," writes a staff member of the Commission, "to help distribute some of the toys and see the joy of the children when they received the beautiful dolls, wagons, kiddie cars and other toys which were to be theirs. Some of them had never before had a toy."

A Community Toy Stack

The distribution of toys in Palo Alto, California, was carried on under the name, "The Times-Community Toy Stack." School nurses, doctors, the Red Cross, the East Palo Alto Relief Association, the Menlo Park Red Cross, ministers, and neighbors were responsible for the list of families. The Toy Stack had the packages delivered to the homes as they came from the store, each package marked with a child's name. Practically all the work was voluntary, money given being used for materials for repairing and for gifts suitable for older children. Many toys were put in repair by the firemen of Palo Alto and Menlo Park.

Hundreds of Thousands of Toys!

A trip around the country with the WPA last year would have shown hundreds of workshops rivaling that of Santa himself. Altogether 30,000 workers and 725,000 toys were involved throughout the nation. Let us look into one of the states to see what was done.

California had a machine shop to make parts for mechanical toys which were broken. WPA trucks collected broken toys from tops to tricycles, which, when mended, were like new. A professional costume designer planned native European costumes for some of the dolls.

In the District of Columbia, WPA workers assisted the Department of Playgrounds in repairing toys for Christmas.

In Indiana, sewing projects employed 120 persons in making soft toys. On sixty-two recreation projects workers made toys of wood, metal and rubber. Merchants donated boxes, paint and upholstering material to make toy furniture. Women workers stayed after hours and cut patterns to make toys at home for their own children.

One hundred and one workers in Minnesota made and repaired a total of 16,600 dolls and toys for Christmas. Expert doll repair work was carried on in a project at St. Paul. The project even boasted a curling iron which was used to transform straggly hair into delicate curls. More than 1,000 sleds were donated to the toy mending project.

The toys made and mended by approximately 900 workers in Mississippi were distributed from Community Christmas trees planned by the Federal Music Project and the Recreation Division. Parents helped in selecting suitable toys for their children.

In Texas more than 100 men and women, most of them past 50 years of age or physically handicapped, were given temporary employment on toy projects.

Wisconsin specialized in educational toys and dolls.

In an article in the December 1936 issue of the *Kiwanis Magazine,* Dr. Irving E. Miller suggests the principles involved in selecting toys for little children. They should be gay—"the bright and rapidly moving things that delight the eye; the noise-making things, however crude, that excite the ear; the host of simple things that provide abundant opportunities for touch and muscle sense." Playthings must involve activity — activity in which the child participates, in which he gets the joy of being a cause, and experiences the power of control.

Preparing for Christmas Celebrations

MUSIC, DRAMA, pageantry and dancing—each will play its part in the Christmas celebrations to be held in large cities and small hamlets throughout America. Many civic groups and city officials are looking for material to help them in preparing for Christmas observances which may be elaborate or very simple. Here are some sources of information which may be helpful for community groups.

Christmas Plays, Pageants and Festivals

The Boy Who Found the King by Marguerite Kreger Phillips. A Christmas play in three episodes, adapted from the story of the same name by Raymond McDonald Alden. 10 men, 5 women, extras. A play that exemplifies humility. A beautiful story which has been converted into a striking play. Samuel French, 35¢. Royalty $5.00.

Christmas and the New Year by Nina B. Lamkin. A book of usable program material for these two holiday celebrations, including a brief historical background of Christmas and the New Year, also the dramatization "Christmas Through the Ages," a program in which the holiday customs of six different countries are dramatized and the carols of these lands are sung. Samuel French. 50¢.

The Christmas Caravan by Edith Wathen. An interesting festival which will meet the needs of those looking for a holiday production introducing music, songs and dances, calling for large groups of children of different ages. The story centers around an elderly man who travels around the world with his puppet children in a gaily painted cart. The Christmas Crêche is the culmination of his puppet master's art. The author has included notes on the various phases of production—costumes, properties, music and the like. Walter H. Baker Co. 35¢.

Christmas Pageants, including (1) "The Old, Old Story" arranged in a series of shadow tableaux which are presented to the accompaniment of appropriate Christmas music and the reading of Bible verse. This pageant has great possibilities and is suitable for presentation by adults and young people. (2) "A Christmas Pageant," in which the narrative is carried by familiar carols. Music and lighting play important parts. May be given by children of all ages. (3) "A Christmas Carol Comes to Life," an easy pageant for children to give. (4) "A Christmas Ballad" to be acted in pantomime by young children. Service Bureau, Woman's Home Companion. 15¢.

The Lighting of the Christmas Tree adapted from a story of Selma Lagerlof by Josephine Palmer and Annie L. Thorp. 3 men, 2 women, 2 small boys. A beautiful legendary play. For experienced players. Samuel French. 35¢. Royalty $5.00.

The Little Princess Who Traveled Far to Worship the King by Dorothy R. Schenck. A nativity play in one scene. 6 men, 2 women, unseen chorus. Womans Press. 35¢.

No Room at the Inn by Esther E. Olson. A one-act drama. 2 men, 1 woman, 1 child. The story of a child's handmade crooked-mouthed lamp which lights the way for the Christ Child in the lowly manger of Bethlehem. Walter H. Baker Co. 35¢.

On Christmas Eve by Constance D'Arcy Mackay. A short fantasy in one act for young people. 11 characters. On Christmas Eve a lonely child is visited by story-book people. Samuel French. 30¢. Royalty $2.00.

A Painting for the Duchess by Marion Holbrook. A Christmas play in one act. 5 men, 5 women and 6 children. Basil, a young artist, who is asked by his patroness, the Duchess, to paint a picture of the Madonna, neglects his assignment. When she calls and finds nothing but a blank canvas Basil is saved from ruin by a miracle. Dramatic Publishing Co. 35¢.

Santa Claus' Busy Day by Z. Hartman. A play in one act. 13 boys, 11 girls. The toy makers who go on strike a few days before Christmas are persuaded to go back to work in time to get the toys ready for distribution. Fitzgerald Publishing Corp. 25¢.

The Star Gleams by Florence Lewis Speare. There are often inquiries for Christmas programs calling for large casts of characters and few rehearsals, which are simple, dignified and moving in nature. Here is a pageant which meets many of these qualifications. The old story is told entirely in pantomime, with singing by choristers and the audience. The scene is laid before the doors of a church or some other suitable building. Complete notes for production have been included. Samuel French. 35¢.

Three Christmas Pageants of Other Lands by Helen P. Curtis and Jeanne H. Curtis. A collection of three children's pageants based on typical Christmas customs of France, Italy and England, presented in outline form, and depending entirely upon pantomime and music to carry the narrative. Adaptable for simple or elaborate production. Music suggestions included. Woman's Home Companion. 15¢.

Three Christmas Wishes by Caroline De F. Penneman. Suggestions for a community Christmas program. 7 main characters, 3 of whom are children, and extras. A little girl makes a selfish wish, but the Christmas fairies come to her in a dream—a most unusual dream of dancing and other surprises. It dispels the selfish wish. Womans Press. 35¢.

The Wandering Artisan by W. Marlin Butts. A simple play in two short scenes. 4 men, 2 of whom are boys around fifteen years of age. The story is based upon the legend of the Christmas Child who visits one who is worthy to receive Him on the night before Christmas. Offers great possibilities for special, yet simple, lighting effects. W. Marlin Butts. 35¢ single copy, $1.00 four copies. Production rights granted with purchase of four copies.

What, No Santa Suit! by Mary Cunningham. A short one-act comedy. 3 men, 3 women. When Henry finds that he is unable to rent a Santa suit he in-

" 'Like that first great Christmas carol sung amid the stars above the plain of Judaea, some of its sweetest echoes on earth have sung in the open air,' so writes Harold Vincent Milligan. Strolling bands of minstrels and troups of little children going from door to door, in the streets and highways of Old England, scattered these songs throughout the land, and from the high tide of their popularity in the days of Richard Coeur de Lion till the Reformation, down to the present day, songs and singers have voiced the joy of the holiday season."— ***Alfred C. Hottes*** **in** ***1001 Christmas Facts and Fancies.***

provises one. His expedients are desperate and funny. Dramatic Publishing Co. 35¢.

The Woodcutter's Christmas by Linwood Taft. 2 adults, 5 children. A play in 3 short acts, centering around a woodcutter's family at holiday time. A strange child is found in the woods and accepted by the family. On Christmas morning the child mysteriously disappears, and in just as mysterious a manner the woodcutter's children find the gifts they wanted most. Eldridge Entertainment House. 25¢.

The Woolly Lamb of God by F. Fraser Bond. A play in one act. 14 men, 2 women, a boy of 6 or 7 and a little girl. A well-written play treating the nativity story in a new and interesting way. The story centers around the small son of a Shepherd who goes with his father to adore the Christ Child and gives Him his own toy lamb. Samuel French. 35¢. Royalty $5.00.

Yuletide in Other Lands and the Hanging of the Greens. Two ceremonies for Christmas time. The first is a series of tableaux bringing in customs of many countries, with carols and hymns in which the audience may join. The second is a ceremony to use when the Christmas greens are hung. Womans Press. 20¢.

Yuletide Wakes, Yuletide Breaks by Dorothy Gladys Spicer. A Christmas revel centering around episodes in which eleven nationalities are represented. The author includes full directions for production. May be as elaborate as one desires. Womans Press. 35¢.

Source Material for Original Pageants and Programs

Christmas, a holiday rich in stories and legends, celebrated by every country in its own way, offers great possibilities for the writing of original pageants and festivals based on these interesting and traditional themes. A few references for such source material are noted.

Carols, Customs and Costumes Around the World compiled by Herbert H. Wernecke. A collection of 32 carols of 21 peoples, with music. In addition information has been included on the Christmas customs of these people together with a number of pictures and descriptions of several native costumes. Old Orchard Book Shoppe. 50¢.

Old World Christmas Customs compiled by Marian Schibsby. A 13-page mimeographed bulletin offering fairly detailed and interestingly written information about the holiday customs and rites of people of Czechoslovakia, Germany, Hungary, Italy, Lithuania, Mexico, Poland, Russia, Syria, Ukrania, Yugoslavia and the Scandinavian countries. Also includes traditional holiday greetings in each language. This bulletin would be of considerable help to anyone preparing a Christmas program or pageant centering around any of the countries noted. Foreign Language Information Service. 25¢.

1001 Christmas Facts and Fancies by Alfred Carl Hottes. A comprehensive book on the subject of Christmas offering a wealth of authoritative material for pageants and holiday entertainments. Includes in its contents chapters devoted to the Story of Christmas, Personalities of Christmas, the Christmas Tree, Christmas Tree Legends, Other Legends of Christmas, Christmas Around the World, as well as many other chapters. A. T. De La Mare Co., Inc. $2.50.

The Story of Christmas by R. J. Campbell, D.D. A book presenting the Christmas story in both its ancient and modern settings. The author has included information about old Christmas customs, the origin of the Christmas tree, and holiday stories, carols (words) and verse. Macmillan Co. $3.00.

Christmas Carols

A few suggestions are offered regarding Christmas carol collections which may provide helpful music material to be used in connection with pageants or festivals based on the holiday customs and music of other countries.

Christmas and New Year Songs compiled by Florence H. Botsford and reprinted from "Folk Songs of Many People." A good collection of holiday songs from more than 25 different countries. Includes both English and foreign words, with music. Womans Press. 25¢.

Christmas Carols from Many Countries by Satis Coleman and E. Jorgensen. A collection of 85 carols, including old favorites and many others that are less familiar, in various arrangements for unchanged voices. Thirteen carols in original foreign languages. Suitable for use by children of grade or high school age. E. C. Schirmer Music Co. 50¢

Christmas Songs and Weihnachtslieder compiled by Herbert H. Wernecke. A collection of songs with the English and German texts, with music. Including Brahms' "Cradle Song," "O Tannenbaum," the original of "Away in a Manger," and others. Old Orchard Book Shoppe. 25¢.

Fifty Christmas Carols of All Nations by Edwardo Marzo. A collection of carols which may be sung in unison or in part. Nations represented by a number of old favorites are England, Germany, Holland, Bohemia, Alsace, Austria, Poland, Russia, Sweden, Denmark, France, Spain, Portugal and Italy. Willis Music Co. 60¢.

Folk Song Carols for Christmas, a collection containing Five Basque Noels, 12¢; Bohemian Folk Song Carols, 15¢; Five Christmas Carols of Old England, 15¢; Traditional English Carols, 12¢; Old French Carols, 12¢ Old Christmas Carols, 10¢; and Russian Carols, 12¢. Carl Fischer, Inc. 75¢ for collection, or separately at prices indicated.

Music Suggestions for the Christmas Season by Marion Peabody. Anyone confronted with the problem of locating appropriate music for girls' and women's voices for the Christmas season will find in this 27-page bulletin a wealth of information and material. In addition to a bibliography listing Christmas oratorios, carols and carol collections, dramatizations, hymns and hymnals and suggestions as to music for different instrumental arrangements, it includes information as to the historical background of the carol, suggestions for the "Hanging of the Green," a glossary of Christmas terms and other helpful information. Womans Press. 40¢.

A Few Publications

The Christmas holiday publications noted below are obtainable from the National Recreation Association.

The Christmas Book, a treasure chest of holiday program material including "A Devonshire Christmas," a celebration for Merrie England; "A Christmas Frolic"; the "Saint George Play"; "The Perfect Gift," a pageant; "A Christmas Carnival in Carols and Pantomimes"; "Stories of the Christmas Carols"; a play for young children; "A Christmas Kaleidoscope," introducing a large number of children in folk dancing; a list of Christmas plays and pageants and a list of Christmas music. 50¢.

A Candle-Lighting Service by Marion Holbrook. Free.

Play Lists. A letter noting complete information as to your holiday play needs will bring you special bibliographies and additional suggestions. Free.

(Continued on page 464)

Dancing the Christmas Story

THERE ARE MANY WAYS in which the Christmas story may be told. It may be acted in a play, in pantomime, depicted in a tableau, or a story-teller may tell or read the story. These are the usual ways. The children of Neighborhood Guild, Peace Dale, R. I., who have been studying in the Music School of the Guild, chose to tell it in a different way—with dance patterns, old modes of music and traditional Christmas carols.

The story was told from the point of view of the people of Bethlehem. Their response to the wondrous events of that first Christmas Eve was portrayed in eurythmic dancing—dancing showing their astonishment and their curiosity following the message of the angel. The joyous reception of the glad news was portrayed in a wassailing song and the joy of little children, in singing children's carols. The cradle motive was expressed by the rocking of the cradle by the class in eurythmic patterns and the singing of the beautiful nativity cradle carol, "Joseph Dearest, Joseph Mild." The shepherds were heard piping in the distance and the people of Bethlehem came curiously to meet them to the music of "Come, Hasten Ye Shepherds." Then the eurythmic groups told of the joy and adoration in a stately dance accompanied by drum beats and the clash of cymbals. Distant beating of drums announced the coming of the Kings whom the populace met singing "We Three Kings of Orient Are."

The adoration of the infant Christ was expressed in a beautiful Gregorian chant, "O Santissima," and the final cradle song was sung as a solo with the entire cast kneeling in adoration. After a minute's pause the Christmas tree was lighted and all joined in singing "Joy to the World."

Students wrote the score of the carols and produced them from the uncorrected manuscript. One of these students was a Negro girl of twelve, another a boy of seventeen and the third a girl of twenty, all of whom had been in the Music School of the Guild for three years. The triangles, drums and cymbals of the rhythm band were the only accompaniment for the singing. The dance patterns were all more or less original and were worked out in the theory classes as part of the regular class-work of the school.

A moonlight effect was achieved through blue lights around the hall. The Star of Bethlehem (a baby spot) hung from the center of the stage and during the first scenes the black curtains were drawn so that only the star shone out. A cradle was placed in front of the drawn curtains on the stage and a bulb put in it, to be lighted at the time of the adoration. The action of the play took place on the floor of the hall, the audience being seated around three sides of the room. The members of the cast ranged from six to twenty-five years of age.

Costumes followed those of the time of Christ as far as possible, brilliant colors—purple, Madonna blue, gold, crimson, blue-green—predominating. The Kings wore rich velvet robes and the shepherds burlap tunics. All the cast wore socks with simulated sandal straps rather than sandals or going barefooted.

Preparing for Christmas Celebrations

(Continued from page 463)

Christmas Music, a bibliography providing helpful source material for communities and groups planning their Christmas celebrations. Free.

Sheet of *Christmas Carols* (words only), including "O Come, All Ye Faithful," "Silent Night," "Hark! the Herald Angels Sing," "O Little Town of Bethlehem," "Deck the Hall," "Here We Come A-Caroling," "It Came Upon the Midnight Clear," "Good King Wenceslas," 'The First Nowell," "God Rest You Merry, Gentlemen." 80¢ per hundred; $8.00 per 1,000.

Publishers' Addresses

Walter H. Baker., 178 Tremont St., Boston, Mass. or 448 South Hill St., Los Angeles, Calif.

W. Marlin Butts, East Boston, Mass.

A. T. De Le Mare Co., Inc., 448 West 37th St., New York City.

Dramatic Publishing Co., 59 E. Van Buren St., Chicago, Ill.

Eldridge Entertainment House, Franklin, Ohio, or 829—15th St., Denver, Colo.

Carl Fischer, Inc., 56 Cooper Sq., New York City

Fitzgerald Publishing Corp., 11 East 38th St., New York City

Foreign Language Information Service, 222—4th Ave., New York City

Samuel French, 25 W. 45th St., New York City, or 811 West 7th St., Los Angeles, Calif.

Macmillan Co., 60 Fifth Avenue, New York City

National Recreation Association, 315 Fourth Avenue, New York City

Old Orchard Book Shoppe, 518 Lake Ave., Webster Groves, Missouri

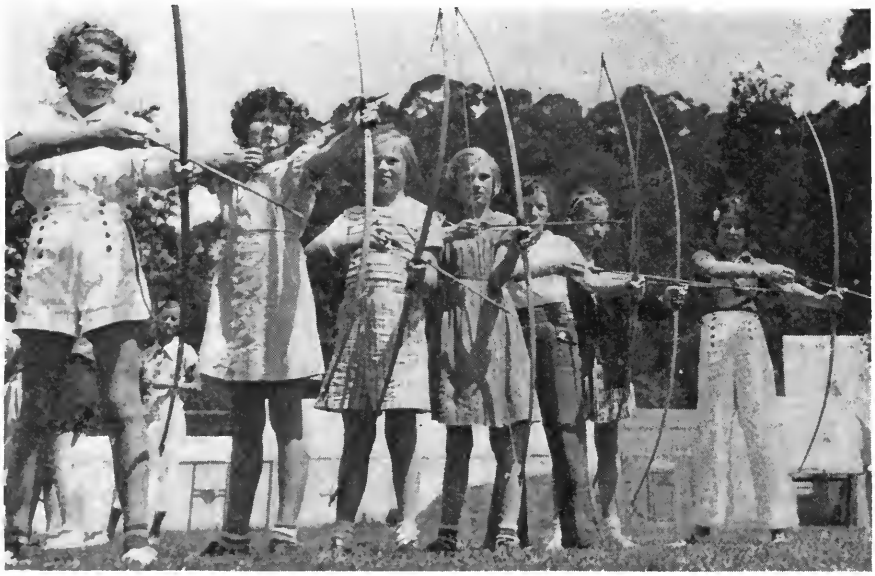
E. C. Schirmer Music Co., 221 Columbus Ave., Boston, Mass.

Willis Music Co., 137 West 4th St., Cincinnati, Ohio

Woman's Home Companion, 250 Park Avenue, New York City

Womans Press, 600 Lexington Ave., New York City

The Children's Recreation School



The Children's Recreation School which this article describes is sponsored by the Department of Physical Education for Men of which Professor Frank Kleeberger is chairman. It is operated under the direction of the Summer Sessions which the University of California has conducted over a period of many years.

By HEBER NEWSOM
Assistant Supervisor
Physical Education for Men
University of California

THE FIRST CHILDREN'S project promoted by the Department of Physical Education for Men of the University of California was the School of Directed Activities conducted during the summer of 1916, especially featuring Boy Scout, Camp Fire Girl and field activities. It was necessary to carry on the program on dirt fields adjoining a grove of eucalyptus trees which housed the handicraft and other organization activities directed by such leaders as Professor James C. Elsom of the University of Wisconsin and Miss Margaret Bradshaw.

Later the department assumed the responsibility for the conduct of a so-called Demonstration School involving the installation of outdoor apparatus and the presentation of a broad recreational program such as is conducted on a modern playground. Adult classes observed these activities, studied the methods of leadership, and to a small extent actually participated, under supervision, in the guidance of various elements of the program.

These efforts to provide wholesome happiness and constructive experience for children, as well as leadership training for adults, were highly successful. The University, however, gradually took over the areas used in the carrying out of its building program and the projects were perforce abandoned.

A New Setting Provided

In the planning of the new gymnasium for men, which was completed in 1932, the Department found it possible to arrange the locker, shower and toilet facilities so that a section of the men's gymnasium, complete in every way and opening directly on the swimming pool area, could be segregated for the use of women and girls. This was definitely planned because it was believed that coeducational participation, not only of boys and girls but also of men and women, in certain sports, was greatly to be desired, and would soon receive the recognition it deserved from the educational and social, as well as the purely recreational, points of view.

When the new $900,000 gymnasium for men, together with a beautiful five acre turfed and fenced field became available, the Summer Session curriculum, under the enthusiastic sponsorship of Dean Raymond G. Gettell, incorporated not only coeducational courses for adults in swimming, diving, tennis, badminton, tumbling and

physical education theory, but also a new and revitalized physical education project for boys and girls known as the Children's Recreation School. This service provides the children not only with a most enthralling social and recreational experience, but with highly organized and expert instruction in several sports and in the development of handicraft hobbies.

Under the guidance of Professor Kleeberger and with the sponsorship of the Department of Physical Education, the Children's Recreation School has been growing and increasing in popularity. The director of the school from 1932 to 1936 was Albert Dowden, while the director for the past two summers has been Heber Newsom, both directors being supervisors in the Department of Physical Education for Men.

Enrollment and Classification

The Children's Recreation School is conducted for the purpose of furnishing wholesome recreation and worthwhile instruction in activities to children during a portion of their vacation period, the school being operated for six weeks, running concurrently with the University of California Summer Session. Children of school grades 2 to 9 inclusive are enrolled, being grouped as follows: Juniors, grades 2, 3, and 4; Intermediates, grades 5 and 6; Seniors, grades 7, 8, and 9. The enrollment is limited to 225, and the popularity of the school is evidenced by the fact that the enrollment is completed six weeks before the Summer Session starts, that time being the latter part of June. The fee is $12.50.

Facilities

The facilities of one of the finest gymnasiums in the country are made available for the boys and girls each morning, for most of the activities courses for adults in Summer Session are given during the afternoon hours. The oustanding attraction in the eyes of the youngster is the swimming pool area where there are two pools, one 60 by 100 feet, and the other, the competitive pool, 40 by 75 feet. In one end of the large pool is a crib, so that the water is made shallow enough to permit small children to learn to swim.

The main basketball pavilion, an immense area of 150 by 80 feet, is made available for the dancing groups. Separate well-equipped rooms furnish space for tumbling, boxing and wrestling.

Edwards Field, adjacent to the gymnasium, with its green velvet floor, is the scene of archery and games for the younger children. In one corner of this large field is a temporary shed where numerous work benches are set up for the boys' handicraft work. The girls have their handicraft work shop in the band room.

The clean temperature-controlled water in the pool, the large airy inside rooms, excellent locker service with free towels after the shower, tools galore in proper atmosphere for handicraft, and expansive areas for games and archery help furnish the youngsters with an experience they do not soon forget.

Faculty and Aim

The director of the Children's Recreation School carefully selects a corps of twenty-one experienced instructors and assistants to care properly for the large group of boys and girls and instruct them in activities. The school itself is similar to regular school in that discipline is maintained, attendance is carefully checked, and certain pedagogical and psychological procedures are followed. However, a creative spirit is encouraged, attempts at proper social adjustment are made, fun and attainment of skills are promoted, and the children are not troubled about grades, failures or promotions. The teachers do keep a record of each child's progress, attitude, deportment, effort, and social behavior, so that the parents, if they so desire, may have a report concerning their child or children.

The Program

The program of instruction selected is based upon the facilities available and the interests of the children. It is as follows: for girls — swimming, dancing, archery, games, handicraft; for boys — swimming, boxing, wrestling, tumbling, archery, handicraft.

Archery. Instruction in archery is given to boys and girls from 11 to 14 years of age. With fifteen bows, five targets, ground quivers and an abundance of arrows, each child has a chance to shoot several times during the daily period. The fundamentals of stringing the bow, foot position, the hand technique and other matters are covered. After several days of practice, certain periods are devoted to individual scoring, ladder and group competition, and a record of results is posted so that more interest is stimulated.

Swimming. The school's swimming program is under the direction of Mr. Jack Hewitt, Professor of Physical Education at Oregon State Col-

lege. Mr. Hewitt has six assistants, and the seven instructors take care of about fifty-five children during each swimming period. The children are classified according to ability and, after some preliminary instruction, the youngsters are made acquainted with a large chart which Mr. Hewitt has devised so that the pupil may see how he progresses. As soon as the child passes a certain test he is credited with a blue star on the chart. The completion of twenty-five tests for the beginner carries with it a gold star and a Beginners' Button. During the past summer 105 children received the Beginners' Button, sixty-five passed the Swimmer's Test, and five passed the Junior Life Saving Test. The chart devised was instrumental in influencing many children to continue to try for advancement during the entire session. At the conclusion of the present term the swimmers were given swimming diplomas which indicated just what they had accomplished in swimming.

Tumbling. Mr. Charles Keeney, a supervisor of the Department of Physical Education, has charge of the tumbling work and gives the boys simple and progressive instruction in forward and backward rolls, head stands, cartwheels and more advanced turns for the older boys. The boys are divided into groups and engage in team competition and perform various stunts for individual points. This splendid exercise gives the boys a fine outlet for the development of strength, agility, coordination and self-confidence.

Boxing and Wrestling. Boys of all ages in this school receive elementary instruction in the art of self-defense. Each boy boxes and wrestles on several occasions some opponent of his age and weight before the end of the session. Some parents are highly gratified to discover that their youngster who "wouldn't fight" is persuaded to exchange playful blows with an opponent.

Dancing. All the girls learn something about tap, interpretive, character and folk dancing from Miss Gladys Geary, who has a large studio for dancing in Oakland. Her main idea is not that of developing skilled performers but rather of promoting relaxation, correct posture, grace and a love for dancing in its various forms.

Handicraft. With tools galore and competent instructors, the boys engage in the making of boats, book-ends, checker boards, book cases, shoe racks, tables, and other useful articles for the home. Block printing is one of the most popular phases of the handicraft work. Mr. H. A. Sammet, who has had many years of experience in teaching manual training, has charge of this work.

The girls busy themselves with clay modeling, fire-clay articles, such as pots, cigarette trays and bowls. Tempora work, leather tooling, soap carving, the making of block prints, painting of hinged boxes, book-ends and raw silk table covers, indicate the variety of projects in which the girls are interested.

A Few Facts in Administration

The children are required to report to the gymnastics room each morning before school begins, and there they are carefully supervised until the classes are sent to the rooms or fields of their activities. With problem children in the minority, little difficulty is encountered in connection with discipline.

Each child is required to present a certificate of a medical examination taken within one week prior to the opening of the school session. A first-aid expert is always at hand to treat any cuts or bruises. In all instructional work diligent care is taken to protect the children from injury. When the school is dismissed at noon, two traffic officers are near the building to see that the youngsters get safely across busy intersecting streets.

On the final morning of the summer session parents and friends are invited to attend a demonstration of the school's activities. They witness a variety of dances by the girls, watch all the classes of boys give an exhibition in tumbling, and then they visit the handicraft exhibits. Following the archery exhibition, the visitors repair to the swimming pool area where temporary bleachers are erected about the pools so that the parents may have a "close-up" view. Each group then demonstrates various techniques of swimming under the direction of a teacher. In this manner, parents and others are able to get a picture of what their children have been doing, although most of the parents have a good idea before the last day arrives, for they are frequent visitors and observers during the session.

The income from fees approximates $2,800, while the expenses run somewhat as follows: salaries, $1,500; construction, $350; supplies and equipment, $300; printing, $50. While no attempt is made at running the Children's Recreation

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Pin-Hole Camera Clubs

By JOHN E. MACWHERTER
Superintendent of Recreation
Springfield, Illinois

THIS SUMMER, for the first time, the Springfield, Illinois, Playground and Recreation Commission offered the children of the city an opportunity to learn all the processes of photography from the building of a camera to the mounting of a finished photographic print. The instruction was free and the only cost to participants was the five-cent charge for films. Interest was not confined to the children, and inquiries were received from several parents and from a group of city teachers interested in visual education.

Four representative playgrounds were selected for the experiment. A total of over fifty boys and girls, ranging in age from ten to fourteen years, took part in the activity, and the great majority of them accomplished successfully the building of a pin-hole camera and the making of a photographic print.

The Meetings

The method we used was simple and should be effective anywhere. Announcement was made to the children that a photographer would be on hand the following day to talk about a camera club. Upon the appointed day the "camera man," as he came to be known to the children, put in his appearance. As large a mixed group as practicable was gathered under a shade tree, and a brief presentation of the proposed program was given. A pin-hole camera was exhibited, along with some typical pin-hole pictures. It was explained that the group would meet for two hours each week for six weeks. The only material the members were asked to bring was one cardboard suit or dress box, and if possible, some passe partout. Information was given about the cost of the film. (The cut film was sold at five cents apiece and the printing paper and chemicals were furnished.)

The second meeting of each group was devoted to the making of a camera. The Eastman pin-hole camera, manufactured and sold by the Eastman Kodak Company of New York for twenty-five cents each, was used as a model. A book containing explicit directions for the making of the camera, was always on the work bench, and the club members were urged to consult it when any difficulties in the construction arose. We used *Elementary Photography* by Neblette, Brehm and Priest, published by the Macmillan Company, New York.

The third week, the camera was loaded with films and each member took a picture of anything he or she desired, while the instructor offered suggestions as to exposure time and the composition of the photo. This session was climaxed by the development of their films by the children.

The fourth meeting was devoted to making contact prints by the group. Each child had an opportunity to print his own negative and one of the instructor's. The instructor explained the process of developing and printing and a question and answer period closed the meeting.

At the fifth meeting the prints were trimmed and mounted for exhibition. The composition and photographic quality, or lack of it, was discussed by the group, with the children making suggestions for the improvement of their own and each other's pictures.

The final meeting was a photography hike. Each member brought his regular camera, if he had one, otherwise the pin-hole camera was used again. During the course of the hike and the picnic lunch which followed, the steps for making a photograph were reviewed and special attention was given those who expressed a desire to set up a dark room in their homes.

Photography has long held an important place as a recreational activity for adults. It has not invaded the playground where pin-hole camera clubs are among the most recent developments which are interesting boys and girls.

Necessary Equipment

In the light of the experience gained this summer it is suggested that any commission which plans to introduce this activity on a large scale have several competent instructors. The size of the group should be limited to perhaps ten at the most. Adequate dark room facilities should be readily available with special attention to ventilation and safe lights. Making enlargements of the best negatives is practicable and serves to stimulate interest. The

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The Lighted Schoolhouse

"The unlighted schoolhouse in a community crying out for opportunities for recreation gives food for thought. The average school is in operation about eight and a half hours per day. There still remain the evening hours from seven to eleven, or twenty-four hours per week. In a year this available leisure time reaches the total of 1,248 hours during which a school building could be used by the community at large."

By STANLEY ROUGH
General Supervisor
Parks and Playgrounds Association
Montreal, Canada

OPEN THE DOOR, turn on the lights of the local schoolhouse, and a beacon that flashes out to the whole community is created! Provide social, cultural, craft, athletic and recreational opportunities during evening hours and citizens will literally storm the doors to gain admittance.

Such has been the experience of those who launched Montreal's first community center.

Montreal does not let its women vote in municipal or provincial elections; it does not have compulsory school attendance, but it does have a thriving community center. In 1932 the Montreal Parks and Playgrounds Association decided that the empty schoolhouse might provide a common meeting place where people might gather and enjoy a wide range of leisure-time pursuits. The Protestant Board of School Commissioners generously cooperated by placing the Rosemount Public School at the disposal of the Association.

The Rosemount Ward, comprising the northeast section of the city, was chosen as a district that was interested in a community center program. The C.P.R. Angus Shops are located in this area, a fact which is largely responsible for Rosemount's development. More recently many office workers with growing families have moved in to take advantage of lower rentals and the suburban character of the district.

We Organize

A careful survey was made of various activities people might be interested in, and the schoolhouse doors were opened to the public. Classes in cooking, sewing, knitting, smocking, quilting, basketball and tap dancing were organized for women and girls. Sign painting, mechanical drawing, debating and woodworking were the popular choices of men and boys. For mixed groups there were badminton, dramatics, a choral group, old-time square dancing, socials, parties and a library.

Leaders for classes and clubs were recruited from the community itself and from willing volunteers from other parts of the city. Struggling craft groups came in, finding security in the low overhead offered. A Girl Guide Company, on the point of disbanding because of inadequate accommodation, came into the center and took on a new lease of life with better facilities and lowered expenses. These and similar groups coming into the center widened the range of the program offered to newcomers.

Those conducting the survey were amazed at the amount of talent and energy which had been lying dormant simply because people had had no means of translating them into definite action. The community center proved again the old adage that in unity there is strength.

In a short time over 500 members were enrolled and the director was swamped by additional applicants wishing to join. Requests for other clubs and classes to be organized poured in. The empty schoolhouse became a humming hive of activity. Classrooms, the gymnasium, the music and kindergarten rooms and even the basement were put to use. Hobby horses for every individual in the community were corralled in the center.

The Rosemount Community Center has a democratic, self-governing Council. Two members are appointed from each group to sit in the Council, which meets every two weeks. The Council receives financial and attendance reports from clubs, discusses program and finances, plans future center undertakings, helps weaker clubs financially and generally assists the director. This Council

has been the spark-plug of the Rosemount center's success.

Funds are raised in the Montreal center through a small membership fee, group efforts and a center-wide drive. Rosemount Community Center is now 30 per cent self-supporting, and the executive is working hard to make it entirely so.

The Community Benefits

The Rosemount district lacks a public bath, so last spring the Council called a mass meeting of citizens and organized a delegation representing thirty-five English and French organizations to present a petition signed by 8,000 people to the City Fathers. This committee is now planning to interview the Provincial Minister of Public Works, William Tremblay, to secure his support.

There is no public library in this isolated section of Montreal. Plans are under way to have all community groups pool their resources and establish a public library. Montrealers have to pioneer for public services that are taken for granted by taxpayers elsewhere. There are still plenty of laissez faire dragons to be fought by leisure-time crusaders.

The Council sponsored a monster Christmas treat this year, at which 1,200 children from eight English and French schools were entertained. Members also visited all the crippled and sick children and made them feel that they were not forgotten during the festive season. The Council sponsors community get-togethers when over 400 people gather and get acquainted by taking part in mixers, ice breakers and old-time and modern dances. Music is supplied by the Pinewood Mountaineers, the center's twelve piece orchestra.

Montreal has a weird tradition that leases expire only on May first! As a result, 63,000 families move on this date. As may be imagined, a great deal of confusion ensues, and unemployed families often find difficulty in finding new homes. Last year a special committee of the center assisted forty-two of these unfortunate families to secure a house. Members of the center also assist the local playground director with handicraft classes, and by officiating at athletic meets and exhibitions.

Why Not More School Centers?

The Rosemount experiment has proven that school buildings are in many cases fitted to carry out a community center program. The cost of heat, light and janitor services is small, considering the facilities employed.

With careful planning school buildings can be used for a great number of purposes. The "once-a-school-always-a-school" theory of unimaginative school boards is crumbling. When good buildings are standing idle, why should a community spend sums of money for quarters that are much inferior to those unused in a school building? The time is not far distant when architects will design buildings not for scholastic pursuits alone but to accommodate satisfactorily after-school community activities. Auditoriums, gymnasia, lecture halls and similar facilities in schools provide the answer to the inadequate and overtaxed community resources.

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For its library, the Rosemount Community Center uses one of the school classrooms

The Barn Dance Returns!

The barn dance is coming back! Once more "Old Zip Coon" and "The Arkansas Traveler" ring out gaily across the dance floor and a "caller" singsongs with the tune "First couple out to the right and circle four. Open up and take two more." And at this invitation the first couples swing into the movements of the dance!

THERE IS JOY and laughter, rollicking rhythm, sociability and informality in barn and country dancing which is largely lacking in the more sophisticated social dances of today. Perhaps that is why the barn dance is returning. Once young people—and the not-so-young—have been to a real old-time barn dance, they see that their easy contempt of "country dances" is ill-founded and come to demand this type of entertainment, as the growing number of such groups in both rural and urban communities bears witness. From these dances it is but a step to the folk dances of other countries which are every bit as gay and joyous as the American dances that have their beginnings, incidentally, in the European ones.

Invitations

The tone of the invitation will set the mood for the party, so make it as unusual and interesting as possible. A cut-out of a barn, of a fiddler, farm animals or dancing figures of Farmer Brown and his wife may be used. Warn the guests to wear comfortable shoes and old clothes or tell them to come in costumes appropriate to the occasion. Below is a sample invitation.

> We'uns is going to have a Barn Warmin' and You'uns is invited. We'uns is going to wear gingham aprons. You'uns do the same and tell your man to wear overalls.
> .....Center, November 12, 7:30 P. M.

Costumes

One of the chief sources of fun, for the city dweller particularly, in a barn dance or party, is the dressing up. It is well to dress to carry out the theme and to insure comfort. Square dances are vigorous, and guests will enjoy them more if they wear washable cotton dresses and comfortable shoes.

For men, straw hats, overalls, jeans, blue denim shirts, blue or red bandanas and corn cob pipes are appropriate. Patches are to be encouraged. The schoolmaster, the county sheriff, the returning country boy who went to the city and came back a "city slicker," and peddlers may be there, along with Uncle Ezra with his old-fashioned glasses and various other town "characters."

The girls wear gingham dresses, sunbonnets and aprons, and are farmerettes or dairy maids. Grandma Jenkins and the village spinsters may be there, too.

Another entirely different type of costuming may be used. At one party some of the guests came as animals (turkeys and chickens), while others appeared as cornstalks, ears of corn and the "good earth." There are always a number of scarecrows who add considerable comedy.

Decorations

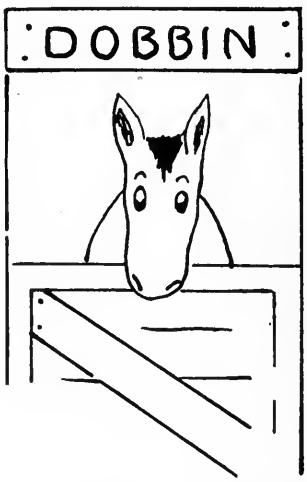
The Barn. If you hold your party in a real barn the problem of decoration is easily met. Clearing a floor for dancing and placing benches or seats or straw for the guests and lighting the room with farm lanterns are about all that is necessary.

Other Places. Many won't be able to use a barn and will have to simulate one. This is not hard to do, and in the doing the decorations committee has an opportunity to use its ingenuity. And it's fun, too! The barn party may stress the harvest side and depend on autumn leaves, cornstalks, hay, sunflowers, pumpkins and gourds for decoration. At other seasons and for other parties the barn or farm theme may be carried out. Plows, rakes, hoes and other farm tools, nail kegs (from the hardware store) harness (or straps and rope), saddles, wire, wagon wheels, buggies, scarecrows, milk pails, milk stools and straw may be hung about the walls or be placed in corners. At one party, wire (binder twine may be used) was strung across the ceiling at two foot intervals and hay hung over it, giving the effect of repeated

fringes. Soft colored electric lanterns were used. Where straw or hay is used special care must be taken against fire. Stalls may be made from large cartons or be drawn on paper on the wall with the name of the animal over the door and perhaps a cardboard horse or cow looking out. Chicken coops may be real or they may be made of cartons or boxwood. The inmates may be real or made of cardboard. At one rural party a cow and calf were tied near the entrance to the party place.

Booths

Should the party be a money-raising one or a really rural one, the fair or booth idea may be introduced. For a money-raising party, booths (in stall form) may be set up where (for city folk) corn cob pipes, straw hats, bandanas, aprons and bonnets are sold. For this group, and for rural groups as well, home-cooked foods, pies, cakes, cookies, candy, jams and jellies and apple butter, butter, milk and eggs and simple handwork as pot holders, tea towels, aprons, laundry bags and sun hats may be sold. These booths may be run on a contest basis, prizes being awarded for the best in each class. Any booths used should be in keeping with the theme and may well be of light wood or carton stalls with the usual double swinging doors.



An amusing booth, or stall, will add to the atmosphere

An old-time rural peddler, the kind who sold all types of trinkets, may make up a pack of "white elephant" belongings, donated ahead of time by the group giving the party, and sell them to the dancers for what he can get. He might auction them off instead as at a farm auction, but the customary commission of five per cent on live stock and ten per cent on all else will be waived!

At one party a photographic booth was set up in one corner. A sheet of cloth was hung up on which was pinned (or it may be drawn) a farmer's wife's gingham costume and beside it a farmer's costume. Holes were cut in the cloth where the heads would come and hats pinned above. A local "candid camera" man, a sidewalk photographer or one of the men in the photographic booths in ten cent stores might be obtained to take the pictures. For a small fee guests put their heads through the holes and are photographed in "costume."

In one corner provide a sturdy stall marked "County Jail." The county sheriff wanders about the barn from time to time and makes an arrest for infraction of real or imaginary rules. The culprit is put in jail and must stay there until he or she agrees to perform a stunt for the group or, if the party is a money-raising one, until he or she is bailed out by friends.

Organization of the Party

The barn dance may be run in an informal way with teams chosen from time to time as necessary for the games. Or the party may be run on a "village" basis as follows:

Each of the four corners of the room should be labelled with the names of a village, as, for example, Hog Hollow, Skeeter Corners, Podunk Junction and Tooners Village. The families gathering under each village sign would represent the Perkins from Hog Hollow, the Jenkins from Skeeter Corners, the Wiggins from Podunk Junction, and the Jones family from Tooners Village. The Perkins family might consist of Grandpa and Grandma, Aunt Jemima and Uncle Josh, Pa and Ma, Sister Susie and Brother Joe, Cousin Lily and Cousin Abe, Baby Sister and Baby Brother, Dr. Perkins and his wife, Squire Doolittle Perkins and his wife, Parson Sy Perkins and wife. The list may be extended for as many persons as are needed and the same list be used for each village by changing the name Perkins to Jenkins or Jones. As the guests arrive they are given names and assigned to villages. If they come as couples, the couples are not separated; otherwise, individuals are assigned to couples. When the party begins the villages gather under their village signs and become acquainted. Thereafter all contests are between villages. All Grandmas and Grandpas may compete in a corn shelling contest, for example.

A grand march is an excellent opening activity, partners marching together. This is a good time for judges to make notes on the costumes for a later awarding of prizes.

Stunts, Contests and Games

These activities will add novelty and interest to the party and may be used sparingly or otherwise. If the group is very enthusiastic about folk dancing it may not want to stop for many stunts or games, but to a group unfamiliar with such dances, these games relieve the strain of trying to learn or do too many unfamiliar dances all at once in a straight dance program. Prizes for the contests might well be eggs, butter, doughnuts, other home-cooked food or miniature farm animals or farm appurtenances.

The Hungry Rooster. Have a rooster in a cage. Count out a number of grains of corn into a pan and let the rooster eat from it for 2 or 3 minutes, then remove the pan, count the grains and find how many were eaten. The guests have previously written down their estimates. The closest wins.

The Farm Horse. Two boys under a blanket, with a carton or cardboard head and a rope tail and a few straps for harness, may be led in by the farmer as though into the barn. The horse may kick and balk and the farmer have trouble hitching him to the buggy (if there is one) or putting him in the stall. A cow may be so portrayed as well. The horse may be "trained" and able to answer farm questions.

Contests. Any of these contests are suitable: Potato peeling contest for women, hog calling (men), chicken and husband calling (women), milk drinking (using pop bottles with nipples), and of course a contest for both men and women for the most authentic, most original and funniest costumes. Women or men may engage in a corn shelling contest in which each shells two ears, or they may race to peel, quarter and core two apples. Try a farmer vs. farmer's wife spelling bee with just a few on a side so the contest will not take too much time.

Blind Horse Race. Draw a line across one end of the room for a starting line. Near the other end of the room stand four or five people—the turning posts. There is a race horse and driver at the starting line opposite each post, the driver being a woman, the horse, a blindfolded man. On "go" the horse is pushed off in the right direction by the woman, who does not cross the starting line but guides her horse by word of mouth, telling him to "gee" and "haw," guiding him thus around his post and back. The first horse in wins.

Turkey Drive. Make a throwing line on the floor. From this area guests throw turkey feathers, point first, over a line some distance away. (The distance may be determined by experiment, with the line far enough away so that everyone will not achieve the goal.) The group is divided into teams and each team member has a feather. He throws it in turn and the team with most in the "barn" (across the line) after each has thrown once wins.

Barnyard Animals. A number of familiar games may be adapted as is this variation of "Going to Jerusalem." Areas about 6 or 8 feet apart are marked out on a circle on the floor. One is marked "fox," others "hawk," "ox," "thief," "owl," "weasel," "dog" and so on. The leader tells the guests that they represent chickens and must walk around the room over the spots. When the music stops any on the "fatal" spots are "dead" and must retire from the game.

Reuben and Rachel. Farmers and farmerettes form a circle with one boy and one girl in the center. The man is blindfolded. He calls "Rachel," and she must answer "Reuben" instantly. Reuben tries to catch Rachel, calling her name to find her. If she is caught each chooses a person to be in the center. The characters may be called "Hiram" and "Mirandy" to fit the theme.

Music

The ideal situation is to have an old-time fiddler to play for the dances. Scouring your city or community, you may find one who is willing to play either for the evening or as a specialty. Some of these old-time fiddlers "call" the dances as well. Orchestras are next in desirability. Hill Billy orchestras augmented from time to time by the "village choir" may include regular instruments, harmonicas, guitars, mandolins, accordion or piano. A victrola will do if the room is small or an amplifier is used. Suitable music for the dances will be described below.

As special events on the program the "village choir" may sing such familiar old-time songs as *Seeing Nellie Home, My Old Gal Sal, In the Shade of the Old Apple Tree,* with special numbers contributed by the choir soloist and the Hill Billy quartet who use old-time mountain and other rural American folk songs. A small organ may be obtained or a saw player may be found in the group or be invited to come and play. A survey of the group concerned and the community at large may net very usable talents or abilities. The rural schoolmaster might give a reading on some

rural topic in the approved elocutionary style of yesteryear.

Do not forget that singing for everyone is a unifying and happy activity. There are the old songs of the Kentucky Mountaineers, the southern Negroes, old-time favorites such as *The Old Oaken Bucket, When You and I Were Young, Maggie* and rounds and singing games as those in *Skip to My Lou,* issued by the Girl Scouts. (See bibliography.)

If you wish to add a modern note, broadcast the whole program, songs, solos, stunts and dances over a "fake" microphone with amplifying attachments, in the style of Major Bowes or the "Visiting Our Neighbors" program. A wheel from a farm disc makes a very good gong when suspended on a rope.

Dances

Play-Party Games. While play-party games would be described as dances today, in earlier times when dancing was frowned upon as sinful, the simple dances of the young folk were called "play-party games." As such they were considered quite respectable and were enjoyed by young folk at the play-parties to which they came from miles around. They make excellent mixers and may be used in place of a Paul Jones for matching or mixing partners. They are easily learned, provide great fun and do not require music because of the verses. *Play-Party Games of Indiana* (see bibliography) provides an excellent collection of these as does Section P of *Handy II* (see bibliography) and *Skip to My Lou.*

Brown Eyed Mary

I.

1. If perchance we should meet
   On this wild prairie
   In my arms will I embrace
   My darling brown eyed Mary.

II.

2. Turn your partner half way 'round,
3. Turn your opposite lady,
4. Turn your partner half way 'round,
5. And prom'nade right hand lady.

Formation: A circle of partners, faced for marching, man on the inside, girl on his right.

Action: (1) With hands crossed, partners promenade in a circle, with three or four feet between each two couples. (2) Partners join right hands and turn half around, (so that man is facing back, with right hand toward center, lady in opposite direction). (3) Each man joins left hands with the lady who was in the couple behind him, and turns her completely around. (4) Joining right hands with original partner, turn her entirely around. (5) Take lady behind in promenade position for new partner and repeat from beginning.—Described by Miss Ila Long, Thornville, Prairie Co., Ohio.

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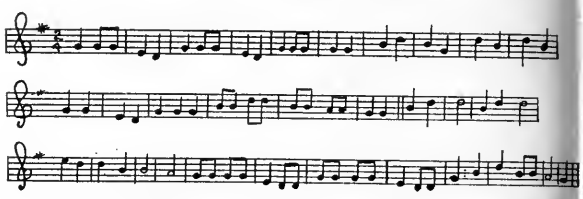
Turn the Glasses Over



1. I've been to Harlem, I've been to Dover,
   I've traveled this wide world all over,
   Over, over, three times over;
   Drink all the brandywine, and
2. Turn the glasses over.

Chorus:

3. Sailing east, sailing west,
   Sailing over the ocean,
   Better watch out when the boat begins to rock
4. Or you'll lose your girl in the ocean.

Formation: Circle of partners, men on the inside, hands crossed in skating position. (Right hands joined, left hands crossed above them.) One or more extra players are in the center.

Action: (1) Players march in a circle counterclockwise until they come to the words "turn the glasses over." (2) Then each couple "wrings the dishrag," as follows: Keeping hands clasped, raise arms, turn away from each other, backwards under your own arm. (A minute's practice will do the trick.)

(3) Girls continue march in original direction, while men reverse and march in opposite direction (clockwise), during which those in center join the men's line. (4) On the word "lose" each man takes the nearest girl for his new partner. Those left out go to the center and the game is repeated.—Virginia Bear, Wapakoneta, Ohio.

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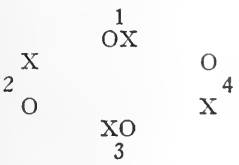
Quadrilles. Quadrilles are danced by sets of four couples and are commonly known as square dances because the couples stand facing in, in a hollow square as in the diagram (X means man; O, woman).



The Square Dance. The square dance involves the calling of the steps by a leader as the dance progresses. These calls sing-song along with the music and are composed of the necessary directions and fill-ins of humorous, more-or-less pertinent rhymes to carry the rhythm. The old callers often improvised their rhymes. Many of them have been written down, and have become almost traditional. The calls and explanations of their meaning are given with the dances described below.

The dance leader who is not experienced in leading square dances should practice the calls with a small group before the party, for the learner tends to go too fast. In teaching the dance, "calls" should be "walked through" one at a time slowly to avoid confusion. It is best to demonstrate a dance with a previously rehearsed set, the members of which later join other sets to help them learn the dance. If things go wrong stop and explain and demonstrate the confusing call again. Do not try to teach too many new square dances in one evening. Teach one or two new dances, review familiar ones, play games and use the simpler play-party singing games previously described. Include waltzes, two steps, schottisches and the contra-dances or reels as the *Virginia Reel* on the program, and, as the group becomes more proficient, set running. All these are authentic activities for the barn party program, except some of the adapted games introduced to provide variety and fun.

The music for square dances is not set in many cases, two-four and six-eight rhythms or "jigs" being most suitable. Most callers have three or or four tunes which are their favorites and to which the calls of any number of dances fit. Some of the favorites are: *Red River Valley, The Girl I Left Behind Me, Red Wing, Golden Slippers, Old Zip Coon* or *Turkey in the Straw, Little Brown Jug, Captain Jinks* and *The Arkansas Traveler.* These are found in dance collections and some old song collections. Some may be obtained on phonograph records.

Pop Goes the Weasel

1. A penny for a spool of thread.
   A penny for a needle.
   That's the way my money goes.
   Pop goes the weasel.

2. All around the vinegar jug,
   The monkey chased the weasel.
   The monkey thought 'twas all in fun.
   Pop goes the weasel.

3. I've no time to wait or sigh;
   No patience to wait for bye and bye.
   Kiss me quick, I'm off—good-bye!
   Pop goes the weasel.

(1) First couple step into the set and face second couple. First and second couple then join hands, circle half way around clockwise until first couple is facing the center, and on the phrase "Pop Goes the Weasel," second couple raise inside hands in an arch and pop first couple into the center. The first couple then goes to the third couple and so on. Having completed the rounds, the first couple stands still and the second goes through the same actions, etc.

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The Girl I Left Behind Me

Singing Call

1. The head couple lead out to the right
   And balance there so kindly;
2. Then pass right through and balance too,
   And swing that girl behind you.

3. Then take that girl, that pretty little girl,
   The girl that was behind you
4. And pass right through, and balance too,
   And swing that girl behind you.
5. Then take that girl, that pretty little girl,
   The girl that was behind you,
6. And pass right through, and balance too,
   And swing that girl behind you.
7. Lead right home and balance to your partners.
   All turn around and swing the corner,
   The girl you left behind you.
8. The second couple lead to the right (repeat 1-6)

(2) First couple walk between man and girl of second couple, then both couples face each other, exchange partners and swing once around. (3) First man keeps second girl as his new partner and they go to third couple.

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NOTE: The "corner" is the lady on a gentleman's left. A "balance" is a step forward on the right foot, lifting the left behind a few inches. The back foot is put down and the front one raised a few inches. Partners hold right hands and either balance to the couple in front of them or face each other and balance toward one another as the case demands.

Single File, Indian Style

Music—*Red Wing*—2-4 tempo

Calls:

1. First couple out to the right and circle four,
2. Open up and take two more.
3. Hurry up and don't be late, open up and run away eight.
4. Now we'll walk the Indian style.
5. Now we'll swing once in a while.
6. Now we'll walk the Indian style.
7. Now swing once in a while.
8. Now walk the Indian style.
9. Now we'll swing the squaw.
10. Now we'll walk the Indian style.
11. Everybody swing his "Minnie ha ha ha ha."
12. Corner left, partner right, grand change eight the whole way 'round.

Directions:

1. First couple walks to second couple, joins hands and walks around once to the left.
2. Gentleman of first couple releases the hand of the second lady and admits the third couple to the circle, continuing to the left.
3. First gentleman releases hand of third lady and admits fourth couple.
4. All drop hands, form circle, face left, and place hands on the shoulder of the person in front. Men place one hand over their mouths and imitate the Indian war cry.
5. Each lady turns, faces the gentleman behind, and swings with him twice around.
6. Lady drops in line behind the gentleman and walks around half,
7. As in 5.
8. As in 6.
9. As in 5.
10. As in 6.
11. Having swung with all the other gentlemen in the set with these calls, each lady now swings with her own partner.
12. Each gentleman turns the lady on his left, who faces him, and gives her his left hand. They turn around once counter-clockwise and face their own partners. Each gentleman gives his partner his right hand and drops the hand of the lady on the left, known as the "corner lady." Grand right and left begins at this point.

(Repeat all three more times. Second couple, third couple and fourth couple out to the right and circle four, and so on.)

Refreshments

The refreshment booth may be fixed up as a stall, as the harvest corner (piled around with pumpkins, gourds, vines and corn) or be made into a dairy with the punch in huge shiny dish pans covered with white dish towels and served by dairy maids in gingham dresses and white aprons. The tablecloths should be red and white or blue and white check. Use tin or enamel cups and plates.

As for things to eat, sweet milk, buttermilk, doughnuts and cookies in large crocks, cheese or egg sandwiches will provide a "dairy lunch." Cider, with a cider press for color, and doughnuts, hot dogs and hamburgers and coffee are also appropriate. Great pots of steaming corn on the cob will add to a hearty barn supper. If the evening is warm, and dancing often makes it so, ice lemonade in crocks or grape punch is refreshing.

If you plan to raise money at your party the refreshments may be sold at a price to fit the group pocketbook. Dairy maids may peddle the refreshments between dances in this case.

Bibliography

Suitable Barn Dances

American Country Dances, Vol. I—by Elizabeth Burchenal ..... $1.
G. Schirmer Company, New York and Boston.
Country dances of rural New England with directions and music and essential calls.

(Continued on page 505)

Hiking in Chicago

By JOHN SHERIDAN
Executive Secretary
Chicago Park District Outing Club

BEFORE THE depression there were several well organized hiking and outing groups in the Chicago area, such as the Illinois Women's Athletic Club, the Monroe Street Y.W.C.A., the La Salle Street Y.M.C.A., and the Prairie Club. As unemployment increased, one by one these clubs lost their members and all ceased to function except the Prairie Club—a veteran organization which was founded in 1911, after a group had hiked informally several years before this date. There were numerous other people in church groups and small athletic clubs who made use of the Indian trails along the streams near the city and who held outings in the beautiful wooded countryside. Most of these groups, however, had dwindled to a few leaders who were endowed with the fighting spirit which made them the pioneers of outings in Chicago and other cities.

A Start Is Made

When the need for providing more opportunities for hikes and outings in and around Chicago was recognized, releases were sent to the metropolitan newspapers, posters were placed in parks, industries and public places announcing Saturday hikes through the parks to end at local field houses where the group could enjoy lunch and an evening of entertainment. Short trips of about four miles were made through the larger parks, visiting institutions such as the Chicago Academy of Sciences, the Museum of Science and Industry, the Field Museum of Natural History, and the Adler Planetarium. People learned about the old Cahokia Courthouse, the Japanese buildings, the conservatories, the Elks' Memorial, and yacht harbors. Old records and maps of the parks were assembled and diligently read; material from public and private libraries was investigated, and various societies of the city provided historical speeches and reviews. From this accumulation of articles an extensive knowledge of the statues, buildings, parks and boulevards was assembled.

A brief outline of various objects of interest was given to each hike leader. Here is an example of the description of a statue of Leif Eriksen.

Name: Leif Eriksen
Location: Humboldt Park, northeast of the old refectory building
Sculptor: S. Asbjornsen
Donor: Citizens of Chicago of Norwegian descent
Unveiled: October 12, 1901

Leif Eriksen, called Leif the Lucky, was a daring Norse explorer and adventurer who, it is claimed, in the year 1000 discovered the American continent. The Julandir-Sage records that he spent a winter in New Vineland, a settlement that existed for ten years.

In the evening a buffet lunch was prepared in the kitchen of a local field house for a nominal sum. From 7:00 P. M.

Hiking clubs were revived in Chicago during 1935 and 1936 when Dorothea Nelson, Director of Women's Activities, Chicago Park District, set in motion the machinery which resulted in the organization of the Chicago Park District Outing Club. Miss Nelson had previously been instrumental in organizing the Minneapolis Hiking Club and the Louisville Municipal Hiking Club.

to 11:00 P. M., Guy Colby, now with W.L.S., and his barn dance band provided entertainment for the group. Other people enjoyed cards and various games. These hikes attracted large groups of unseasoned hikers because they were short and sociable and gave strangers a chance to get acquainted and meet people interested in the out-of-doors.

The Club Comes Into Being

Finally, after several eight to ten mile hikes in the Forest Preserves and at the Indiana Dune State Park, a club was organized on Saturday evening, June 13, 1936, and leaders were appointed who had been active in attendance and work.

No one can become an officer unless he is active. Records are kept at all outings. Over a period of eighteen months there were 846 different trips and hikes with an attendance of 15,210 adults and 33,714 children, an average of 65 on each trip.

The children's program includes trips to museums, parks and forest preserves. Large groups of children between the ages of six and fifteen are taken to the pools and beaches. Boys and girls enjoy the same trip under the direction of competent leaders. Special parties are staged in beautiful spots along the near-by rivers, and foresters and nature guides explain about shrubs, trees, animals and birds indigenous to this section of the country. To promote a spirit of conservation, the children's pamphlet carries this slogan: "The heritage of a land is best preserved by its youth." Many pictures have been taken of outings and a special reel of motion pictures is available to parties interested in this type of recreation. Printed pamphlets contain outlined trips and descriptive material as this.

GEORGE ROGERS CLARK RESERVE
Tuesday, August 10, 1937

To reach this reserve, take Lake Street surface line car to Austin Boulevard. There take Chicago & West Towns surface line car to Thatcher Avenue, River Forest. Walk three blocks north to Trailside Museum, to meet at 11:00 A. M.

We walk north along the high bluffs of the winding Des Plaines River and cross North Avenue. Near a sharp bend in the river, before the advent of white men, a small stream flowed from the northeast into the valley, cutting a shallow V shaped ravine in the soft loam of the flood plain. A short distance up this brook was located an Indian Village. The Indians used the bayou to float their canoes. In the spring many fish, buffeted by the spring freshets, moved into this inlet. The Indians were expert fishermen and adept in the use of nets.

Other descriptions of the area around Chicago have to do with nature, geology and historic lore.

Some of the Values

One may say that the first thing we learn to do is to walk. Without the ability to move from place to place mankind would cease to exist. Man cannot obtain his sustenance from the ground like a tree or flower; it is necessary that he till the soil to raise grain and vegetables. His domain covers the earth, the rivers and streams, the seas and oceans, even the air above the earth; the out-of-doors appeals to all—the country-bred person or the city-born man.

One can see life and death in the space of one year. In the spring Mother Nature brings forth buds, leaves, and flowers; birds return from the south lands—even fly over oceans to mate and produce their young; animals nurture their young in the green pastures beside flowing streams. In the autumn chill winds from the arctic regions foretell the advent of winter. Again, nature begins to protect her children; thousands of birds migrate to the sunny lands where food awaits them; trees shed their leaves; no longer does sap course in their trunks; animals seek shelter in burrows, in holes in trees, in warm nests or under buildings.

"Among the good books for the hiker to read are William Hazlitt's delightful essay 'On Going on a Journey'; Holiday's 'Walking Stick Papers'; Brooks' 'Journey to Bagdad'; Vachel Lindsay's 'Handy Guide for Beggars'; Trevelyan's 'Walking' and Christopher Morley's 'The Art of Walking.' Robert Louis Stevenson, who loved nature and walking, declared, 'Every person who has not read Hazlitt should be heavily taxed.' "

To observe the workings of nature, seek the pleasure of walking through the countryside, alone if you choose or in the company of interesting companions. When you go on your vacation in the country, take up walking. You will be well repaid.

Formality is left where the pavement ends. Everyone talks to everyone else—a mutual love of the out-of-doors is introduction enough, and thus are started friendships that last for years.

Walking is one of the first physical activities of youth and the last enjoyment of elderly people. Walking strengthens the heart, the lungs and the stomach. It is no mere leg training, but exercises some two hundred different muscles of the body. Few, if any of us, will be able to walk 72 miles on our seventy-second birthday as did the veteran

(Continued on page 506)

Socializing a Social Game

By ALICE ALLENE SEFTON

With the arrival of the season of the year which means the transferal to indoor quarters of many forms of recreation, interest naturally focuses on the team games and types of social recreation which will, in many parts of the country, hold the center of the stage during the winter months. "Why are so-called social games important?" "When are they not social?" Miss Sefton, who is vice-chairman of the Women's Division, N.A.A.F., discusses these questions and other pertinent ones.

ALTHOUGH man ranks highest on the social scale of creation and is born with certain gregarious instincts, this does not mean that his inherent social qualities and attributes do not need to be encouraged and exercised if they are to develop to the fullest extent. One of the best ways to become a social person is to learn to know people, as they really are, through playing games and sports with them. In playing sports together people stand on common ground; artificial barriers and conventional formalities are dispensed with; people are unmasked, as it were, and appear before others as they really are.

Life is, in a sense, conquering new situations, meeting many different types of people and having a variety of relationships with the world. It is a broadening experience to know people who bring out particular elements in one's own personality that perhaps have been hitherto undiscovered. It is stimulating, too, to have friends that are attractive for different reasons: some for their intelligence or fascinating personality; others for their sheer technical accomplishment in certain skills that make them welcome members of a play group. Somehow an understanding comes between friends who have taken a long hike together, who have played on the golf links, who have hunted to hounds, who have been roped together climbing mountains, who have sat for long silent hours over a game of chess, who have talked over each others collections or exchanged bulbs or plantings from their gardens. There is an overlapping of experience in all these relationships that binds people closer together. Brothers and sisters who have played with the same toys or families who have the habit of spending some time together in a particular game or recreation are throughout their lives kept closer together, and this tie is deep-seated and lasting.

What Is a Social Game?

A social game is an activity the outcomes and motives of which lead toward better understanding and promote mutual enjoyment, with the ultimate purpose of establishing the highest possible type of friendly relations. A true love for sports is best acquired by actual participation in them. A social game is not necessarily always social because it is played by two or more people, for definite attempts have to be made in that direction if the influences of the game are to be social in nature. A social game is, in itself, a small human emergency that calls forth an interest in the other person or team, and generates a constant interplay of response which leads to better understanding and finer human appreciations.

When Are Social Games Not Social?

Unfortunately, many games that are intrinsically excellent for creating desirable social relations and that afford exercise in quickening a player's reaction time and allowing interplay of emotional reactions, have, through preventable causes, been made a-social and many of their inherent valuable qualities are lost. Games in this country got off to a bad start because they sprang up without educational supervision and the competitive element was emphasized so greatly that many of the finer sensitive qualities were neglected. Some schools and communities have "sold" one of their more important birthrights for developing youth in wholesome channels because they wanted to be personally entertained at competitive ball games, or to climb, as a community, over the hard-won laurels of young people. In their highly organized competitive programs they often deny adolescents the opportunity to develop into the useful, happy citizens it is their lawful right to become. Such communities are still so near-sighted that they look for immediate results as expressed in the final numerical score on the bulletin board or in the morning headlines.

It is a different matter, however, when communities conduct their competitions and rivalries in the interests of public health. Thus one town might choose to meet the record set by another

in the elimination of preventable diseases, or might boast of having a better water supply, or more park space, or playgrounds, or game areas. Through such generous acts communities are affording their members opportunities to socialize social games. This type of rivalry is to be commended.

Basketball, for instance, as a team game is as highly organized and skilled as any on the extensive list, and has had a high peak of popularity in schools and colleges throughout the country. It therefore comes under the spotlight for many of the undesirable practices and a-social results that have sprung from the game. For example, a girl recently told how a six-foot center in a certain basketball game picked her up and shook her much as a cat shakes a rat, because she was outplaying her taller opponent. In another instance a home team who lost a game refused to keep their promise to provide sleeping accommodations for the visiting team, who were forced to spend the night in a dingy waiting-room of a small railroad station. These young girls were left to their own devices in a situation which never would have occurred, if the school had provided an adequate recreation program under professionally trained educational leaders.

One likes to feel that such tales as these are exploits of the imagination and that such unsatisfactory states do not exist in the world of sports. One shudders to think of teen-age experiences of this nature, and yet only fifteen years ago these conditions were fairly prevalent. The majority of schools now, however, do not tolerate or sanction playing games under such conditions. It is hoped that schools will never permit such standards to creep back. It is esssential that a country have organized sports programs under trained leaders who understand the needs of youth and adults—their interests and their physical make-up. Youth is the time for boys and girls to develop skills and learn to conquer to the point where they will be able to take up new sports with zest during later life. Incidentally, they will thus avoid agonizing moments that come to the untrained when the gang says, "What shall we play?"

Communities should be so planned that they will provide opportunities for all to indulge in their favorite recreations. Already there are encouraging signs that this ideal may soon materialize. The very fact that we are now popularizing such games as softball baseball and touch football shows that we are attempting to take the sting out of the ball and the fierceness out of the tackle; that we are reducing the cut-throat element in the competition motive and accommodating the game to suit the majority of people rather than to favor the few professionals or experts who play. The ideal today is to get away from the kind of situation in which the younger players in a family have no opportunity to play tennis with a brother or sister who is constantly preparing for "match" play and can not risk spoiling his tournament chances by playing a single game with a mere beginner. In this as in many other matters, a happy medium is desirable—not to be either too good or too inexpert at a game. Maribel Y. Vinson in her article, "Trained Seals," said that in looking back on her Fourth Olympic Winter Games she felt ever more strongly that "as the Games become larger and more popular, they are more and more entertaining for the spectators and less and less fun for the competitors."

All kinds of modifications have taken place in sports in order that larger numbers of boys and girls and men and women may continue to enjoy playing various group games. In the Pittsburgh summer playgrounds on any summer night thousands of families can be seen making their way to the playing fields to watch different baseball games that are being played—all with soft balls. All ages join in volley ball games and informal soft ball play, but the majority of those who take part in the organized group games are those who played when they were in school and are not afraid to enter into the sport regardless of any lack of skill.

How Games Develop Social Qualities

Play constitutes the major part of the young child's life. Often his first lessons of give and take, sharing, kindness, thoughtfulnes, and cooperation are learned through play with his parents, his brothers or sisters, other children, or grown-ups. If a child develops along normal lines he will take a decided interest in his playmates or in living things, such as animals or pets, because he is continually being tested by their ever changing and unpredictable responses. At this period the desirable law of competition enters in; and the competition element from then on continues to be the biggest factor in every game the child plays. Because he requires competition, he abandons lifeless objects in favor of games that furnish a live, ever refreshing element — a reaction from someone else which he can not figure out before-

hand and which is therefore ever interesting to him. Human beings furnish the surprise quality that keeps one constantly stimulated in activities of a social nature. This interest develops into the childhood and adolescent love for team games.

There are, of course, those who exercise alone and like it, but many such attempts are short-lived. It is generally the social element in games that makes them outlast the generations that play them.

Why does one find sixteen hundred people gathering to play shuffleboard each day at St. Petersburg, Florida? As a game it is not too strenuous or difficult for older people or the unskilled of every age, and it has the advantage of being a competitive game that can be played outdoors in the sunshine, and offers a constant challenge with every play; yet above all, its popularity is no doubt due largely to the fact that it offers social contacts and is essentially a social game. It affords an occasion for people to get together in a pleasurable way.

A class of home women used to come regularly to their community center each Friday afternoon; they would tell their leader all the housework they had done that day before coming to class. She realized that these women did not come for the sole purpose of exercise, for most of them had used every muscle at home during the day. What did they come for? They came for sociability—the carefree feeling of release offered by the program. It provided an outlet for their emotional energies and an escape from working in solitude in their homes. They forgot petty annoyances and temporary irritations at the first run around the gymnasium; they loved feeling foolish in some of the humorous folk dances. They seemed to cast away their troubles with the first serve of the volley ball or at the first jump for the cage ball, and by the time they emerged from the swimming pool they felt completely refreshed and relaxed; they were actually rested, and their spirits and strength were renewed.

The business man or woman often finds recreation in doing the opposite of what he or she has been doing throughout the day. Those who lead a sedentary life should cultivate sports that exercise large muscles. On the other hand, people whose work is active and consists in seeing people through the day may seek solitary diversions. The history of the dance reveals that in ages past those who did fine needlework or other intricate tasks concentrated on social dances involving nothing more difficult than the waltz and the two-steps. It was quite the opposite with those who worked in the fields. They enjoyed working out intricate patterns in their dancing, and developed such forms as the highland fling and the sword dance.

Advantages of Social Games

If people resorted more to forgetting their worries through social contact with a group absorbed in the same game many would need no other cure for nervous tensions and disorders. When one's enthusiasm for a sport is sufficiently great to absorb one's interest, for the time being that person is an integrated personality. For all-round development and balance, more such joyful experiences are needed. There is a beneficial physiological stimulation that comes with joyous experience that renews and refreshes and everyone needs at times to escape from the humdrum of daily cares. One can do little worrying about the budget while sporting with the waves, dribbling a hockey ball down the field or shooting for a basket. To make a new low in one's golf score or suddenly to be able to volley the tennis ball more times than ever before does something to the spirit.

A socially successful girl today is one who can enter into sports and thereby make herself an asset to any group. Sports or accomplishments, like social dancing, are often the common ground on which new friendships are made. The social values in games cannot be over stressed, and more opportunities are needed for social games.

Men who have been brought up with baseball on the backlot as a daily diet never cease to love the game. There are cities where men in the Quarter of a Century Club still pursue the game. Citizens in these communities continue to wrestle and box, do square and round dancing, play in highly organized team sports because the space, the supervision, the conditions exist

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"Although there is a trend nowadays toward 'individual' emphasis and toward activities which can be enjoyed in solo, there should be opportunities provided for those who have acquired a love for team games and wish to continue playing them throughout life. Just as one can find places to swim, ride horseback, play golf, skate or follow any other individual pastime, so the program should provide places where one can go to play shuffleboard, volleyball, horseshoes, ping pong, badminton, squash tennis and any other partnership or team game."

The Future of Municipal Recreation

A recreation executive looks into the future and sees his dreams realized in a "golden age" for recreation

By JAMES V. MULHOLLAND
Director of Recreation
Department of Parks
New York City

CHILDREN played thousands of years ago; they still play and always will because play is a fundamental instinct which must be satisfied in some wholesome way. With the forty hour week and more time for leisure, the importance of recreation for adults as well as children becomes more vital than ever before. Millions of dollars are spent yearly by spectators in witnessing prize fights, ball games and the movies. Great numbers of people have sought their recreation by being spectators and not participants. They have lost in part the joy of participation and have failed to realize that recreation is really re-creation, a revitalizing of the cells of the human body.

During the past few years great progress has been made in the construction of municipal recreation facilities, but have we considered that these facilities must be maintained, that they must be supervised? Have we given sufficient thought to the permanent value for manhood and womanhood of these great assets? Have we made an effort to appropriate sufficient funds for these activities after federal emergency leadership and funds have ceased to function? Have we realized that recreation is now as important as education and that unless we provide playground directors or teachers our young people are liable to seek recreation in an unwholesome environment?

Dreams of such open spaces as this have come true in America's most congested city. Why not dream more of them into being everywhere?

The Challenge to Society

In our schools today, we spend millions of dollars teaching art, music crafts, dramatics, sewing, health education. We emphasize education and its aim to train for leisure yet spend comparatively a small amount of money for continuing these interesting activities after school hours. Thousands of children are released from the school system each year after being graduated or after receiving employment certificates. Some go to college, but a great number receive temporary employment of one kind or another and a still greater number are unemployed. All this occurs at an age of sixteen or seventeen years which sociologists call the age of apprenticeship and at a time when young people need special guidance, at a time when they need encouragement, at a time when there is a tinge of romance, a search for a vocation. We all know what will happen when they are not given an opportunity for wholesome recreation. The records of police courts, prisons and reports of probation officers, teachers and parole officers tell the true story. Every judge, educator or sociologist will tell you that there is a direct correlation between juvenile delinquency and crime and wholesome recreation. The records of your city probably

show that most criminal offenders are between the ages of seventeen and twenty-one years.

What are we doing to save these young people? What are we doing to guide them over the dangerous, adolescent period? Have we awakened the parents, teachers and city authorities to the importance of the problem? Have we opened every suitable school building for community and recreational purposes after 3 P. M. — have we lighted our playgrounds for adult recreation? Have we year-round playgrounds or just summer playgrounds?

You will say that this would cost thousands, yes, millions of dollars. Yes, it would. But do not your police, prison, parole and judicial departments cost millions of dollars? Is it not reasonable to expect a decrease in crime if we provide wholesome recreation for these young people? According to statistics, few athletes or members of boys' and girls' clubs get into trouble with the police. Those who get into trouble usually have had no opportunity for wholesome recreation.

I need not tell you the facilities available in many large cities. We have schools, parks, recreation piers, boys' clubs, swimming pools, golf courses, gymnasiums and municipal stadiums. But are these facilities being used as widely as possible? Are our schools open after 3 P. M.? Have they provided facilities for recreation for adults? Have they special rooms with suitable furniture comfortable for adults — rooms which could be used as club rooms by adolescents and adults? Have we constructed our school buildings with the idea that they are merely to be used for the education of children, or have we given consideration to the possible use of these facilities for recreational and community activities? Have we stressed the educational use over and above the community and recreational use? Is it not possible to have separate wings of school buildings for community and recreational use—separate and apart from the school proper? May we not have air-conditioned basements of school buildings which could be used for recreational purposes? Is it not possible to have pool tables, billiard rooms, handball courts in school buildings? Why may not young men be permitted to use the school workshop after school hours?

It "Can Happen Here"!

All these things are possible. It depends upon local organization and administration whether the possibility will become a reality—a reality which depends upon the cooperation of municipal authorities who realize the importance of this subject of municipal recreation. If we were further to analyze the problem, we would find that it is not necessary that all recreation be entirely free. Small charges are sometimes made for dances, festivals, entertainments, swimming pools and tennis courts. Children may be permitted to take lessons in music, dancing, arts and crafts, at a nominal fee. I believe the time will come when every large city will make arrangements to permit children and adults to receive instruction in music and all the arts at a very small cost. I think the time will come when every school building will be constructed by school architects for not only education from 9 A. M. to 3 P. M. but also for community and recreational activities from 3 P. M. to 10 P. M.

As I see it, every school yard will be lighted at night for adult recreation. Every playground will be lighted and will be used for dances, festivals and games. No longer will the school yard be unattractive but made beautiful with a border of shrubbery and a few trees. The school building will become the center of community life. We shall have paid supervisors and a volunteer system. There will be cooperation between city departments to bring about the widest and best possible use of all community recreational facilities. Adjacent to every school building will be a park or playground of suitable size. Parents and children will come to the school building to seek their recreation. Each neighborhood will boast of its track team, football team or baseball team. School movies for children at low cost will take the place of some of the commercial movies unsuited, in some cases, for children to see. School gardens, backyard gardens will be promoted by local communities. Real estate operators will realize the importance of having either a private or public playground adjacent to an apartment house. As I see it, there also will be greater consideration given to multiple use of particular areas as wading pools for basketball courts and movable posts for tennis courts so that the area may be used for diverse purposes. Concrete or colprovia tennis courts will replace many of the clay or grass tennis courts. Roofs and backyards of apartment and tenement buildings will be used for play and recreational purposes.

So far, I have not emphasized the recreational program which must include all recreational in-

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A Singing State—Iowa!

DO FARM WOMEN like to sing? Are they interested in drama and pageantry?

Could you have seen the mammoth festival staged last June at the tenth annual 4-H Girls' Club Convention at Iowa State College you would have had the answer to these questions — an answer in song and dance and tableau.

The festival, with script by Fanny R. Buchanan in charge of the music program of the Extension Service, whose contribution to the development of music in rural districts is nationally known, was entitled "Epochs of American Girlhood." It was a natural climax to this year's Iowa music study—"Marching Through History." It was a genuine tribute to the work of the Extension Service and, as the program announced, "to rural Iowa's interest in music, fine organization and longer time programs."

A men's chorus, 4-H girls' choruses, a women's chorus and a festival chorus of 1,000 farm women and men sang in the festival, and 1,300 4-H girl delegates from 100 counties presented songs and folk games learned and enjoyed by the more than 13,000 4-H Club girls they represented. Ten thousand guests from all parts of the state and from neighboring states occupied the stadium and saw the festival.

That a festival on so gigantic a scale could be presented by thousands of people with but one joint rehearsal was a remarkable demonstration of efficiency in organization and of statewide cooperation.

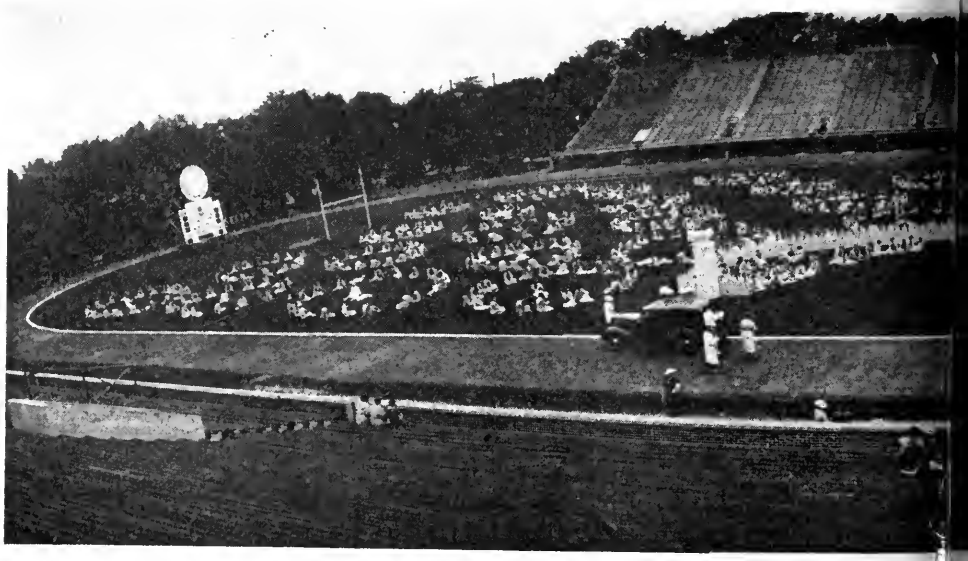
Rural Women's Chorus Tournament

One of the most interesting of rural Iowa's singing groups is to be found in the rural women's county choruses. Forty-five county choruses with from twenty to thirty farm women in each took part in the tournament at the State Fair, and 1,102 women sang in the tournament.

The high rating group in the contest was the rural women's chorus from Worth County on the Minnesota line, 150 miles from Des Moines where the fair was held. The chorus chartered a bus and drove to the fair. Members of this group had come to weekly rehearsals through the winter months, some of them driving twenty miles through deep snow to the county seat where the rehearsals were held. When spring made side roads impassable they cut across fields, climbed fences and were "picked up" on the hard road.

Tournament Rules

In the tournament certain rules were strictly observed. Any group of from ten to sixty rural women above twenty-one years of age, three-fourths of whom live on Iowa farms, was eligible to take part in the tournament. Each group, however, must be recommended by the judge of the local achievement day program and selected by the state fair women's chorus committee. Each chorus was required to sing "Bless This House" by Brahe and three other numbers. Another requirement was that the participating group must have appeared in public in its home county at least four times. Each chorus leader was asked to hand to the judge a written statement listing public appearances since January 1, 1937, and telling the number of women in the chorus and whether they met age and residence requirements. The statement also told the number of rehearsals held each month and the total number of rehearsals attended by all members of the chorus.



The group as it hearsal held the stage is set off

Judging. The achievement day judge scored ratings on the following points:

Quality of Singing

1.	Accuracy of pitch	10	Superior
2.	Balance of parts	10	"
3.	Attack and release	10	"
4.	Diction	10	"
5.	Beauty of tone	10	"
		50	

Organization—Points rated from January 1, 1937, as follows:

1.	Number of members in chorus (Each unit of 5 members above the required 10 will score one additional point)	10
2.	Spirit and appearance (Superior 10, Excellent 8, Good 6, Fair 5 and below)	10
3.	Numbers of rehearsals (2 rehearsals per month—5; 4 rehearsals per month —10)	10
4.	Number of appearances (2 points for each appearance)—total points possible	10
5.	Each rehearsal with all members present 2 points—total points possible....	10
		50
	Possible Perfect Score.....	100

NOTE: 90 to 100 points, Superior; 75 to 90 points, Excellent; 50 to 75, Good; below 50, Fair.

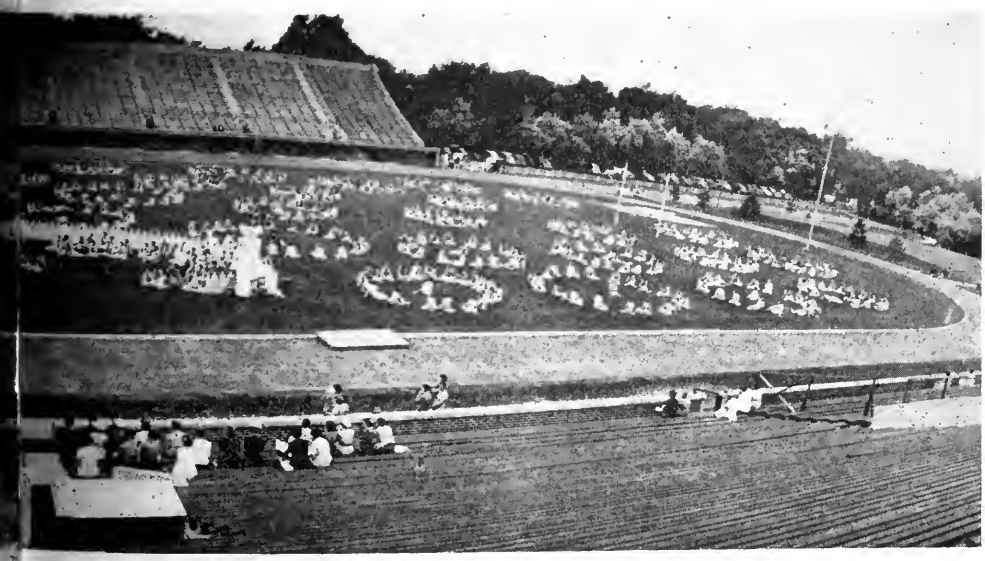
Suggested Songs. The songs suggested for the tournament held in June in addition to "Bless This House," were "I Dream of Jennie," by Foster; "Turn Ye to Me," by Pitcher; "Estrellita," by Arnold; "Won't You Set Us Free," by Dvorak "An Old Violin," by Fisher; "A German Folk Song"; "My Shadow," by Hadley; "Hark, Hark the Lark," by Schubert," and "Waltz of the Flowers," Tchaikowsky.

"At the center and in and through the whole Iowa agricultural extension program runs a golden thread of music," says Marjorie Patten in her book *The Arts Workshop of Rural America.* And anyone who has seen the festival presented each year at the 4-H Girls' Club Convention, or who has attended the Rural Women's Chorus Tournament at the State Fair, would heartily endorse this statement.

Preparing for the Music Program

Seventy-two women from forty-seven counties enrolled in the two-day training school for directors of rural music groups which was held at the Iowa State College September 16th and 17th, the first of this type of institute to be held. The women registering were directors of rural women's choruses and county and township music chairmen. The musical selections used for demonstrations were the songs to be sung by farm women's choruses next year and also music included in the 1937-38 music study for 4-H girls and farm women—"Little Studies in American Music."

"Folk dancing and folk music have been of outstanding importance among the rapidly-developing recreational activities of farm people in this country during these last years of agricultural adjustment. From the Agricultural Extension Division of every state college in the union have come reports of color and vitality added to one program or another by the country dances of America or folk dances of the old world. Leadership training schools, recreation institutes and the county and district councils growing out of them have all leaned heavily upon the sure enthusiasm among all sorts of people for learning folk tunes."—*Marjorie Patten.*



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Summer Honor Reading

By LILLIAN S. GRAHAM

THESE ARE DAYS when we hear much about increased leisure, and many plans are being suggested for the employment of such leisure in a way which will lead to richer living.

With this objective in mind the Minneapolis Public Library, in cooperation with the public schools of that city, has inaugurated a plan known as Vacation Honor Reading designed to interest children in good reading during the summer vacation. Just before school closes for the summer vacation the plan is explained to all grade children from 5-B to 8-A inclusive and they are encouraged to enter into it.

List of Books

The librarians select the books to be included in the list provided for each grade. Each list includes six headings—Famous Stories; Our Country and Other Countries; People Worth Knowing; Adventures in the Outdoor World! Long Ago and Now, and Stories. Every heading has at least twelve books listed from which the child chooses one.

As an example of the list, the selection of books for the fifth grade follows:

Famous Stories

Baldwin. Sampo.
The story of a magic mill which ground out wealth and power.

Brown. In the days of giants.
The Norse myths of Odin, Thor, Loki, Idun, Balder, and others.

Carpenter. Tales of a Russian grandmother.

Colum. Children who followed the piper.

Crommelin. Famous legends.
The story of Robin Hood, King Arthur, The Cid, Roland, and others.

Harris. Uncle Remus; his songs and his sayings.

Hawthorne. Wonder book for boys and girls.
Contains the best Greek myths.

Hodges. When the King came.
The life of Christ told with simplicity and tenderness.

Jacobs. Celtic fairy tales.

Kingsley. Water babies.
A classic story of Little Tom and his journey to the "other end-of-nowhere."

Warren. King Arthur and his knights.

Warren. Robin Hood and his merry men.

Our Country and Other Countries

Best. Girls in Africa.

Brann. Nicolina, the story of a little girl in Italy.

Lomen and Fleck. Taktuk, an Arctic boy.

Means. Rainbow bridge.

Miller. Children of the mountain eagle.

Morley. Donkey John of the Toy Valley.

Mukerji. Hari the jungle lad.

Peck and Johnson. Wings over Holland.

Scott. Kari; story of Kari Supper from Lindeland, Norway.

Stein. Little shepherd of Provence.

Sugimoto and Austen. With Taro and Hana in Japan.

Upjohn. Friends in strange garments.

Washburne. Letters to Channey; a trip around the world.

People Worth Knowing

Baldwin. Fifty famous rides and riders.

Baldwin. Four great Americans.
Washington, Franklin, Webster, and Lincoln.

Brooks. True story of George Washington.

Cody. Adventures of Buffalo Bill.
Incidents of his life in the West among the Indians.

Haaren and Poland. Famous men of Greece.

Humphrey. Story of the Catherines.

Moores. Story of Christopher Columbus.

Power. Boys and girls of history.

Tappan. American hero stories.

Tappan. In the days of Queen Elizabeth.

Wallace. Hands around the world.

Adventures in the Outdoor World

Baynes. Jimmie, the story of a black bear cub.

Brown. Green gate to the sea.

Chambers. Nature secrets.

Fontany. Other worlds than this.

Ghosh. The jungle folk. V. 1 or 2.

Hill. Fighting a fire.

Lie. Ekorn.
A simple narrative of the day-by-day life of a squirrel throughout the seasons.

Long. Wilderness ways.

Mukerji. Kari, the elephant.

Patch. Bird stories.

Patch. Holiday hill.

Patterson. The spinner family.

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Some Sports and Their Development

By AGATHA VARELA
Washington, D. C.

A BOW AND ARROW, even in the modern setting of an up-to-date archery contest at some girls' school or college, suggest romance and the glamour of bygone centuries. The spectator may be looking at bobbed-haired girls in middies and shorts, but in his mind's eye he is fairly sure to catch a glimpse of brave yeomen in Lincoln green splitting willow wands at 100 paces.

Of all of the ancient peoples who used the bow, the Egyptians were the most skillful. They first employed it for war, and gained such skill with bows about five feet long and arrows a little over two feet that their archers struck terror to the souls of all their enemies.

In spite of their knowledge of Egyptian archery, there was a myth among the Greeks that Apollo, their sun god, had invented the bow, while Diana, graceful goddess of the chase, conceiving a fondness for Apollo's new plaything, appropriated it herself.

Regardless of boasts about their gods, the Greeks were less skillful archers than any of the other ancients except the Romans, who found little use for the bow in battle and enjoyed in leisure moments more vigorous sport than shooting.

Great Britain Takes Up the Bow

It was the Romans who first brought the bow to Britain, although the English did not begin to use it to any great extent until after the Norman invasion under William the Conqueror in 1066. William himself, a colossus of a man, owned a bow so large that he alone could pull it, and his pride in his prowess was so contagious that his new subjects became inspired with enthusiasm for archery both for amusement and for defense. Tragically enough, this weapon of which the Conqueror was so fond caused the death of his son, William Rufus, who was killed by a stray arrow of one of his attendants while he and his retinue were indulging in their favorite sport, hunting.

Of William Rufus' immediate successors, that most romantic of rulers, Richard the Lion Hearted, was the most skillful archer. Many tales are told of his exploits with the bow. At one time in the Crusades, leading three hundred archers and seventeen knights, he withstood the attack of the whole Saracen army. On another occasion, followed by ten men, he rushed headlong into a body of ten thousand Moslem bowmen and was pelted so hard that he bristled with arrows as a porcupine bristles with quills, yet miraculously he received not a single wound. Richard, too, met his death at the hand of an archer, a youth who sought to avenge the death of his father and brother, and whom the generous Richard forgave with his last breath and presented with a substantial purse.

Shortly after the reign of Richard, the English began to take up the crossbow, which had meanwhile been invented and had been used to good purpose by soldiers on the continent. But by the time they became accustomed to it, the longbow, which was similar to the one we use now, developed in western England and so far outclassed the crossbow in accuracy and efficiency that it made English archers for the next two centuries the most dreaded fighters in Europe. This was the bow which served the English so well in those Titanic struggles of the One Hundred Years War, Crecy, Potiers, and Agincourt, and found its way into the heart of childhood and the realm of romance as the weapon of Robin Hood.

It seems a little pathetic that the high noon of archery's greatness was so soon passed, and that by the sixteenth century the invention of gunpowder had robbed war of the flavor of sportsmanship and the touch of glamour that the bow had always given it. Yet it was not, amazingly enough, until the nineteenth century that the bow was last used in battle, when in the Napoleonic wars an army of Polish archers was tragically matched against the peerless fighters of France.

But even if gunpowder did replace the bow in war, the English refused to give it up, and began shooting at a target for sport. In the days of Henry VIII archery was very fashionable, and the King himself attended numerous meets. His son, Edward VI, a sickly lad who died young, found archery the one

In the October issue of *Recreation* Miss Varela gave us some interesting facts about the origin and spread of football and hockey. In the second article of her series presented in this issue she tells of archery and tennis and of some of the traditions and practices associated with them.

sport which his health would permit him to enjoy. The young King's diary was full of conscientious recordings of the matches he lost as well as of those he won.

In the reigns of Elizabeth and of Charles II, there were many gala meets of which the rulers were enthusiastic patrons. Yet for a hundred years after the days of the "Merrie Monarch," Charles II, the noble tradition of the bow was completely ignored by the English, and archery was kept alive on the island only by a fine Scotch society, The Royal Company of Archers, which is still in existence and is honored throughout the land.

"The bow has played a part in the daily life of men since long before the days of recorded history. Primitive men in all parts of the world fashioned rude bows from bent branches and made arrows out of pointed sticks. From those distant beginnings the bow and arrow, changing now and then in design and material, have had an unbroken record of use, first as a means of procuring food, then as a weapon of war, and finally as an instrument of sport."

In 1781 a revival began in England, due to the efforts of Sir Ashton Lever who, afflicted with some ailment of the chest, discovered that archery was a healthful as well as an entertaining sport. Interest has continued in England from that day to this, so it is now fairly safe to assume that the English will not again forget to uphold the noble traditions of their "arching" ancestors.

In America

The history of archery in America follows the course of its history elsewhere, in that over here as well it was first used by primitive peoples for hunting and for protection. For centuries the Indian archers roamed the forests unmolested, and not until the early part of the last century did the white man become actively interested in the weapon of the redskin. In 1828, a Philadelphian, Titian R. Peale, sent on an exploring expedition through the West, became fascinated by the Indian bows and arrows, and on returning home organized an archery club among his friends called the "United Bowmen," which prospered until the Civil War. After peace was made, a new chapter for archery opened when Will and Maurice Thompson, two penniless Georgians who as conquered people were denied the use of firearms, and through ill health needed to live out of doors, went into the woods with their bows and arrows and lived as primitive, exhilarating and healthful a life as any of our cave-dwelling ancestors. A little book of their adventures "The Witchery of Archery" by Maurice started a fad for archery which resulted in the formation of the National Archery Association, an organization that has been in operation from that day to this.

Since the World War, archery has spread amazingly and particularly become such a popular sport in girls' schools and colleges that it is estimated some 10,000 girls play annually.

Just what the future of archery will be it is hard to predict, for in this country as well as abroad it has gone through its cycle as a means of hunting, defense and sport, but whatever the future may hold, archery can always hold its head high among the sports, for there never has been one which could boast a braver history or a more glorious tradition.

Tennis and Its Romantic History

Back in 1424, if France had had newspapers, the headlines of the sport section would have read something like this—*"New Woman Tennis Wonder Startles Sporting World. Ace of Paris Players Using Only Bare Hand Conquers Men Equipped with Double Glove."*

This Amazon of the court, Margot by name, comes down to us through the musty pages of sporting books as the greatest tennis player of her time. Before the day of rackets she played with her hand unprotected and could beat any man in France, allowing him to wear a glove or bind his hand with gut. Margot's great skill is particularly interesting to us, for in all the long annals of tennis up to modern times no single champion but she is mentioned by name.

In Margot's day tennis was the great national game of France. Men, women and children, rich and poor alike, played constantly, but originally it was purely a sport of the nobility. As far as its beginnings are traceable, they seem to be linked with the pastimes of the feudal kings and barons of Italy and France during the Middle Ages. In Italy the game gradually lost its hold, but in France it maintained its popularity with the people.

But in spite of widespread popularity, tennis continued to preserve an appeal for royalty and nobility which lends a touch of glamour to its history. Louis X, surnamed the "Quarreler" because of his unpleasant disposition, who reigned for two brief and unimportant years, is usually omitted from the pages of history books, but his name has come down to tennis fans full of inter-

est because his enthusiasm for the game exceeded his wisdom, and he died from a cold which he caught while playing.

In the reign of Charles V, all of the great nobles of the realm played constantly for huge stakes, and when they lost their fortunes they put up their costly clothing rather than give up the game. Their embarrassment was rendered doubly acute by a law which forbad court gallants playing in their shirts. A similar law passed by the Church Council of Sens forbad monks playing in their shirts and in public.

In the days of Henry II, skillful as were the great nobles, the King far outshone them, and history records that if the King had forgotten his position sufficiently to enter the general championship matches, he might well have won. His father, Francis I, who matched his pomp and splendor against Henry VIII on the Field of the Cloth of Gold, also played tennis in his less spectacular moments, as did his tragically weak grandson, Charles IX, and his noble and daring successor, Henry of Navarre.

Louis XIV, "The Grand Monarch," whose court was the most magnificent of all Europe, deigned to play the game which his predecessors had so enjoyed, but in tennis as in all other activities of the King, the ceremony attending a game was so elaborate that the actual play became unimportant. His Majesty had his private court, he had a carefully coached court dignitary who presided over the game, and he had a special hackey who handed him his racket. When things came to such a pass that the King could not even pick up his own racket, tennis was doomed to decadence in France. It became a mild and insipid pastime rather than a vigorous trial of speed and skill, and consequently steadily lost in popularity. Royalty had ruined it.

The Sport of the Tudors

Back in the days of Louis XIV's sporting ancestors, Francis I and Henry [, tennis had traveled to England, and there the Tudors eagerly took it up. Henry VII, the first of the Tudors, was a miserly man, yet he recorded again and again in his account books heavy losses in tennis. His famous son, Henry VIII, played from his early youth until his portly figure would no longer permit, and always bet heavily. Certain of his courtiers with an eye to business brought some skillful Frenchmen and Lombards into court to play with the King. Henry lost consistently for a while, and his courtiers, betting against him, lined their pockets with gold, but he discovered the plot at last, and in righteous anger dismissed the foreign players and the crafty courtiers together.

Today at Hampden Court in London there still stands the tennis court which Henry VIII built in 1529. Though used even today, it is yet peopled by the ghosts of the past, for Henry played there himself, Elizabeth the Queen watched many matches from the luxuriously fitted gallery, the martyred Charles I, and his son, the "Merrie Monarch," used the court often, and Albert, husband of Queen Victoria, habitually frequented the historic old place.

A Revival of Interest

In England in the eighteenth century, as in France, tennis declined in interest, only to be revived in 1874 by a meeting of enthusiasts at Londs' Cricket Grounds. They revised the scoring, changed from rubber balls to flannel covered ones, and developed the shape of the court from the sort of hour glass which they then used to the rectangle we play on today.

Tennis Comes to America

That same year tennis was first introduced into America by way of Boston. Six years later the first open tournament was held, and in 1881 the U. S. National Lawn Tennis Association was formed.

The game has gone far since the days when players achieved commendation for "passing a ball backward and forward eighty-three times before grounding it," when men wore long tight trousers and high stiff collars on the court, and women appeared for their game in broad brimmed hats, corsets and voluminous skirts, instead of shorts.

New faces, new figures—Tilden, Cochet, Vines, Perry, Suzanne Lenglen, Helen Wills Moody, Helen Jacobs—have constantly flitted across the tennis horizon. Every season new players appear, each with an individual

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"In France tennis developed such popularity that courts were built all over Paris, laws were passed permitting citizens to play only on Sunday so that the rest of the week they would attend to their honest labors, and the King, due to widespread complaints from his good people about the poor quality of their tennis balls, was forced to issue an order that all balls should be made of the best material obtainable."

A Plan for a Chamber Music Society

By A. D. ZANZIG
National Recreation Association

A FEW OF US have at various times during the past few months been talking over our interests in chamber music playing. Out of our talking has grown a plan for a chamber music society which I have been asked to present to you. This plan, be it understood, has grown directly out of our enthusiasm for chamber music playing itself. (No one wishes merely to exercise his organizing ability or to be a president or to gain prestige or material profit of any kind.)

The plan is given here exactly as it was presented by a group of fifteen amateurs including two recently graduated from a high school orchestra, four professional musicians interested and experienced in chamber music playing, the director of music in the public schools, a university official who is expert in matters of administration, and the music chairman of a recreation commission. The chairman of the meeting was a distinguished scientist and amateur chamber music player, and the secretary was a professional musician. The meeting was started with the playing of two movements from a String Quartet by a group comprised of two students and two high school graduates, and it was closed with the playing of a short Vivaldi Suite for two violins and piano played by adult amateurs, followed by a Mozart Quartet played by the first group mentioned.

Purposes

One purpose in this plan is to make it possible to have every now and then such a gathering as we have this evening for musical enjoyment, a sharing of enthusiasms, for further inspiration and enlightenment and for fellowship. While this is not the first or even most important purpose we discussed, I will describe it first because we are in a measure carrying it out this evening. The things we have thought of as happening at such a gathering are as follows:

1. **One or more specially practiced groups to play**

The music they are to play should include some compositions generally unfamiliar, as well as some well-known works, all of it, of course, excellent and very enjoyably done. The less familiar music played in a year's gatherings would include some fine works by old masters such as Corelli, Purcell, Vivaldi and the still older and wonderfully inspired Frescobaldi, but also new works, especially some by our American composers. It could, incidentally, be a fine sort of stimulation to our composers to know that such a way is being used to introduce new chamber music to many amateur players. Thus the members of the society would have a ready and delightful means of being introduced to more music worthy of their interest and playing. We assume that one of the main interests of a chamber music lover is to explore more of it.

When appropriate, there could be some brief informal talk about the music in which, among other things, matters of style and phrasing and also especially lovely or otherwise interesting features in the music could be brought to attention and demonstrated. The music to be played by the specially practiced groups could be announced in advance so that members wishing to do so could bring scores or parts to read as they listen.

There might sometimes also be what can be called vocal chamber music such as the madrigals and other contrapuntal choral music of the 16th and 17th centuries, or later chamber choral works with instruments — Bach Extended Chorals and the Cantatas, Pergoleci's Stabat Mater for women's voices and strings, various works by Holst and Vaughan Williams; also works for vocal solo with a chamber instrumental group.

2. **All members having brought instruments, others besides those in the specially practiced groups would be given opportunity to play in small groups** —playing a well-known quartet or the like, or a less familiar work such as those mentioned above, or a work requiring unusual instrumentation like a sextet, septet or octet, some of which would call for one or more woodwind instruments as well as strings.

A committee in charge of the whole program might choose beforehand some or all of the members who are to be invited to play in a small group on a certain evening, thus ensuring a good matching of players for the music chosen, and a rotation of opportunity. This committee would see to

it also that enough simple but substantial music is chosen from time to time to provide opportunity also for less advanced players.

3. A work for a larger number would also be played, in which many, perhaps all, of the members could take part. Examples of such works are the Bach, Handel and Purcell Suites for String Orchestra, Concerti Grossi by various composers, Mozart's Eine Kleine Nachtmusik, Sinfonias from the Bach Cantatas, Holst's St. Paul Suite and other old and modern works for chamber orchestra.

4. A brief talk related to chamber music, or informal demonstrations of musicianly phrasing or figuring given by a masterly player

5. Occasionally a reception to a great quartet or other professional chamber music group when it is in the city, or even to a great soloist

At such a reception there would be some playing by the honored guests if the conditions for it were in every way appropriate.

6. Sociability, including simple refreshments

A second purpose we discussed is to provide what might be called an "Amateurs' Exchange" through which a member or incomplete group of members wishing to play might find the additional players needed. A trio or quartet wishing to play music for a quintet, sextet or larger group might likewise be served.

This purpose could be carried out through maintaining an annotated list of players who are interested in it, and also incidentally through acquaintanceship and arrangements made by players themselves at the society gatherings.

A third purpose is to aid in making the printed music available.

The society itself might build up a loan library of its own, doing so through donations or extended loans of music or through funds to purchase music. Arrangements might also be made for a special edition for the chamber music society of certain works such as were mentioned earlier, that are not now in common use. These arrangements would provide for purchase of any of these works by any member at the cost of publishing them, though outsiders would have to pay for them at a rate giving profit to editor and publisher. If the public library or other agency has any good ensemble music to loan, a list of it might be kept by the society for the convenience of the members.

A fourth purpose is to aid in the procuring of good coaching where it is desired.

A love of playing chamber music leads naturally to a wish to play it better and to enlarge one's experience of such music. An excellent player who can help carry out this wish, doing so in the amateur spirit, is very welcome indeed where that love exists. For example, a two-weeks school of chamber music held in Bangor, Wales, this summer was attended by thirty-nine amateur quartets, every one of which had forty-five minutes of expert coaching every day. The rest of the time was spent in private practice. The evenings were devoted to concerts by the Menges Quartet for the delight and inspiration of the amateurs and their tutors. This school has been held each summer for nine years with ever-increasing popularity.

A selected list could be kept of players capable of coaching amateur chamber music groups. These players might be professionals, advanced students or advanced amateurs. Ideas as to most desirable ways of coaching could be shared with these players, and the cost of their service would probably be low because of their interest in the character and purposes of the society and because of the society's service in helping to arrange for their engagements.

Another purpose is to have available, if possible, for members' use, a number of violas and perhaps some other instruments not commonly owned but often much needed. There might also be need for help in finding suitable places to "rehearse," such as in community centers, settlements and churches, for groups not wishing to play in their homes.

For What People?

The people, all amateurs, whom we have thought of as being served by these purposes are, *first,* persons who already play in chamber music groups; *secondly,* persons who play in orchestras but have not been playing in any chamber music group, though they would be interested in doing so in addition to playing in the orchestra; and *thirdly,* persons who at some time have learned to play an orchestral instrument well but because of preoccupations with other affairs or else lack of suitable opportunity are now not playing. Among those last mentioned there are likely to be many young graduates of high school or college orchestras, graduates of music schools, and young men and women who studied with private teachers. Some of them and other interested people, though

unable to play chamber music, would be happy to play simple ensemble music such as the slower sections of Suites by Handel, Purcell and others, and the slower madrigals, Bach chorales and other choral music "apt for viols" as the Elizabethan choral composers used to say. Through this music and individual practice the less advanced players could soon grow into playing real chamber music also.

We feel that the phenomenal increase in the number of young people playing substantial music in school and college orchestras offers opportunity for a development of amateur musicianship in homes and elsewhere out of schools that, besides its deep satisfactions to those who play, would do more for musical culture in our country than anything else could do. It is commonly assumed by these young people and by most other people that the only way to provide continued opportunity for them is through an orchestra. And such provision can, of course, be of great value. But there may be great difficulty in securing a capable conductor suited to all, and also in obtaining a proper balance of instruments and combinable levels of skill among those who want to play. Moreover, because of the size of an orchestra and its need to give public performances, the members often have to undergo pressures and constraints from outside themselves, and to bear also the risk of disbandment because of failure to get adequate or worthy audiences. The small fellowship of real amateurs is free of these prices and perils of bigness. Its pressures toward excellence are likely to be as strong as those of an orchestra, but they are from within the players themselves, and so are deeper and more transforming of the individual and of the music. In any event, it is chamber music that we are at present most enthusiastic about, and so we would like to see what could be done through providing attractive opportunity to play such music. A chamber music society could give to this ideal pursuit the happy standing, the prestige, which we believe it needs in the midst of the prevailing tendency toward bigness and sensationalism.

It may be said that in many instances the instrumental instruction of the school and college graduates has not been what is should be, that it also has of necessity tended strongly toward bigness, which, though impressive in its general effect, may be detrimental to individual development. But assuming this to be true, though not true in some schools, there is all the more need to bring about in the world outside the schools an interest in playing in the small group with its obvious and welcome need for excellence on the part of each individual. If this interest is developed and given standing outside of schools there is every likelihood that, under present conditions in the schools, it will find its way into more of them. There might well be a junior chamber music society in a school, or players in school chamber music groups might be given junior membership in the outside society, the community's fellowship of such players.

We have thought that by far the largest proportion of the interested people would be string players, but there would also be pianists and perhaps harpists and there could well be woodwind and horn players also. And their major interest would be in playing in their own respective groups at home. The gatherings, such as the one of this evening, would occur only seldom, and the members would be under no obligation whatever to attend them.

We would reach players, to invite their interest, through acquaintanceship, through the leaders or other officials of amateur orchestras, and through the cooperation of high school, college and music school officials.

Are You Interested?

Now you have heard the purposes. We have a plan for carrying them out, but before presenting it we would like to know what you think of the idea of having a chamber music society and of these purposes that have led us to think it a good idea. Unless a goodly number of amateur musicians would welcome such services as we have mentioned, and prize

SOME OUTCOMES OF THE MEETING

Progress has been made in putting the plan into effect. The room in which the first meeting was held, a moderate sized art gallery in a building owned and used by a private art organization, will be available without charge for future occasional meetings of the society. One of the amateurs and two of the professionals who own large libraries of chamber music have offered to put much of it in responsible charge of the society to be available for loan to students. The music chairman had offered aid in secretarial work, and free use of office space has come from the university official and the Recreation Commission. A steering committee of seven was appointed and a date was set for the next meeting, at which there will again be music, the committee will report, and the project will very likely be set into organized motion.

them for others as well as for themselves, there would be no warrant for going further with the plan. And the attitude of each of us who is here this evening would be an important indication of the amount of interest we are likely to find among other amateurs.

What do you think of the idea in general, of having a chamber music club or society? (Discussion is invited.)

If you think well of the idea, let us now consider each purpose in turn and what would be needed to carry it out. Then we shall be ready either to consider a definite plan and definite next steps for giving reality to our ideas, or to decide that, as least so far as the present gathering is concerned, we have already gone far enough. In either case we will have had a pleasant evening of music and can go home in a pleasant mood.

There should also be various committees to perform such specific functions as we came upon in the chart, the chairman of each of these to be a member of the executive committee. But no committee should be appointed until it is really needed. That is all that is needed for organization.

I suggest that the present chairman be asked to appoint a steering committee to go over the whole plan still more carefully, to determine for it some such simple form of organization as has been suggested and to consider what other especially capable persons might later also give special help to make the project successful. It should also gather information and conceive ideas as to as many of the following items as are regarded necessary in the beginning: the reaching of more players, raising funds, securing coaches and music and instruments, office space and other equipment,

Purposes and Needs

Purpose	*Material Needed*	*Help Needed*	*Expense Items*
Gatherings and Programs	Suitable place File and cards Printed notices Stationery Typewriter Desk Postage Office space Telephone	Committee to choose Secretarial help Program committee Talks and demonstrations by masters	Rent Part-time secretary File and cards Printing Stationery Typewriter Desk Postage Rent Telephone
Amateurs' Exchange		Secretarial	
Library	Binders and labels	Secretarial	Music purchases Binders and labels
Coaching		Committee to choose Committee to choose	
Instruments		Secretarial Secretarial	
Reaching More Players	Printed statement	Someone to present plan to groups	Printing Postage
Direction and Control		Executive committee Executive secretary or the chairman of Executive Committee Treasurer	Part-time salary for executive secretary

Definite Planning If Warranted

What suggestions have you for supplying any of the expense items without cost? (Secretary to list suggestions.)

Which of the expense items could we do without, at least in the beginning?

What suggestions have you for getting money to carry the cost of the remaining expense items?

Now, it seems, a plan of organization for our purposes is already clearly implied in the chart of purposes and needs that we have made and discussed. There should be an executive committee of which the chairman might be presiding officer at meetings. This committee should have a vice-chairman also, and a secretary and a treasurer. and last but not least, a good secretary. A modest and simple beginning nurtured by real enthusiasm for the playing and fellowship will likely lead to larger, better and more lasting growth than a big one hard to manage.

I suggest also that another such meeting as we have had this evening be held soon, at which the steering committee will report and be ready to set the project in motion. The time for that meeting, and if possible the place, should be determined this evening. A program committee to make that meeting as interesting and worth while as possible should also be appointed either within or outside the steering committee, but if outside, the chairman of it should also be a member of that committee.

A New Community Center for Negro Citizens

By HARRY K. PARKER

FOR MANY YEARS Greensboro's Negro population has felt the need for a community center building where recitals and winter and indoor recreational activities could be held and where the members of the community might meet for fellowship and discussions of community needs. Public school buildings and college gymnasiums were helping to meet the need but facilities were inadequate.

Two years ago the Greensboro Recreation Commission, of which Daniel Neal is director, the city manager, the Reverend R. T. Weatherby, civic leader, and engineers and workers of WPA began planning for a new recreation center. Funds were provided by the city and WPA for the building which cost $60,000.

Last August the building and swimming pool were completed. There were opening day ceremonies and celebrations which included dedicatory exercises, a water exhibition, and a inspection of the new plant. Thousands of people attended, including city, school and WPA officials, community leaders and members of the community. The new center was named the Windsor Community Center and Pool in memory of the late William Windsor, who in years gone by had worked indefatigably to provide wholesome recreation facilities and activities for the city. It was a momentous day for Greensboro. At last the Negroes of the Gate City had seen their dreams come true!

The Summer Swimming Program

The center began its brief summer program of activities, which lasted only 24 days, with swimming and water activities in the beautiful, spacious pool, opening with a gala swimming and diving exhibition at night when 2,000 people gathered under the gleaming flood lights to see the spectacle. The pool, which is 100 feet wide and 175 feet long with a depth of from 2 to 11 feet, is well equipped with diving boards and towers, filters, pumps, a chlorinator and a draining system. The basket room contains 1,000 hangers to accommodate as many bathers in a day. In planning for dressing rooms a partition was set up in the center of the auditorium of the building dividing the floor into two parts, one for use as dressing rooms for women, the other for men. Cocoa matting was laid on the floors. As the men's and women's shower rooms and lavatories have convenient openings to the auditorium on the respective sides, this use of the floor space proved exceedingly practical and satisfactory.

The staff personnel of the swimming pool numbered twenty volunteer and regular workers, including four Red Cross life guards, cashier, locker room attendants, inspectors of bathers, a director and an assistant. A total of 5,000 bathers and 16,000 visitors attended the pool and grounds in 24 days.

The public supported the pool whole-heartedly and it became the talk of the city. A fee of 20 cents for adults and 10 cents for children was charged bathers, with half price on ladies' day and boys' day and special rates to groups, clubs and picnickers. The pool was open from ten in the morning to ten o'clock at night, the swimming season concluding on Labor Day with a group of about 400 people taking a final plunge. Music sent through amplifiers from a combination phonograph and radio in the office added to the delights of swimming.

Twenty local and near-by churches held picnics and outings on the grounds surrounding the center which provide tennis and paddle tennis courts, playgrounds, picnic grounds and baseball diamonds.

A Rich Indoor Program

With the close of the swimming season, arrangements were made at once for indoor recreation and civic activities. The partition separating women's and men's dressing rooms was taken down, mats were rolled up, and ball and game courts were marked on the floor. Both club rooms and office were arranged to accommodate club activities, handcraft groups and educational classes. A public mass meeting to introduce the indoor program of activities to members of the community was held at

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Mr. Parker, the director of recreation of the Negro Division, Recreation Commission, Greensboro, North Carolina, tells how a dream of many years at last came true in the recent opening of the Windsor Community Center for Negroes.

Photo by Jack Spencer, WPA, and Art Whitmer, NYA

"Don't Double Your Show!"

By RALPH E. HENSLEY
Superintendent of Recreation
Chico, California

AS THE GIANT floodlights flashed on, they revealed a spectacle of colorful pageantry when the entrance parade of Chico's 1936 playground circus started its dignified march. From the opinions of the early comers who were drafted to help pin up paper costumes or smear grease paint on hundreds of excited children in the hub-bub of back stage preparation, to the unasked for praise of several civic leaders and the outspoken platitudes of the newspaper reporters, the circus was declared an outstanding success.

Hundreds of parents traveled home happy and proud of their performing offspring; countless numbers who helped in the dressing or served in the concessions went home tired but pleased at sharing the success of a community venture. In the traffic delays caused by the attempts of a third of the city's population to get home from the circus at the same time, people who had seen nothing of the color of recreational art before remarked at the brilliancy of the costumes made from paper and cheese cloth and colored with calsomine. They drove home amused by the fun of the acts, pleased that the towns' children could take part in such an enterprise. The circus of 1936 was a success, even in the balancing of its profit and loss sheet. In an after-circus party for the circus director, bigger and better plans were laid for 1937.

As was the case a year ago, the day of the 1937 circus was sweltering and the evening warm. Again the cool football turf seemed to refresh the waiting crowd packed into the grandstand and the rows and rows of portable bleachers. The three rings repeated their successes of countless children in clever acts, as the bigger circus of 1937 got under way. Amazed, a breathless crowd watched the opening parade—a parade that was longer, more colorful and with more variety than the previous year. Seventeen acts involving hundreds of lines and actions climaxed themselves in one grand tableau that rivaled professionalism. Eight elephants, eight zebras, sixteen horses, as compared to four elephants, two zebras, and four horses, show detail changes that characterize the total changes of the circus. More concessions, bigger painted back drops, larger side shows, expansion in every detail—a bigger circus this year. Again at the end of the show people rushed to congratulate the directors, exclaiming that it was the greatest show ever!

But we knew better!

It was Too Big!

From those final, frantic moments of getting everything ready for the opening we knew that we had made a mistake. Our show was *too* big! With mouth full of pins and with needle in hand, the director looked at the makeup assistant and her assistants, at the lines of excited, ever-moving children awaiting their turn to be made up, and nodded her head as much as to say, "what in the world are we going to do with them?" More help was needed; more diplomacy was imperative. The leaders furnished it! Last minute scurrying for costume repairs or properties, and hurried searches for performers through the masses of children backstage, proved without a doubt that our show was so big that it was cumbersome!

In '36 we vowed that on top of our success we would double our show in '37. Ambition nearly worked us to death! Doubling the size did more than double the work. More costumes, more materials, more equipment, and more instruction gave the task of putting on our doubly-big circus four times its previous difficulty. Our art leaders needed child help in the craft classes to paint costumes; our dramatic leaders needed many of the same children to work on their routines, and mothers claimed that we were stealing all the children's hours. Two leaders would seek the same piano, and the directors were using every bit of all their diplomatic powers to keep everybody happy in the final hours of preparation. Each leader's teaching load was tripled and consequently their hours increased; other phases of the regular playground and community program were neglected.

Our largest problem came in the middle of our last month of rehearsals as one of the directors of dance, dramatics, art and tumbling came to the circus director for a skit re-write. Something had to be done for the children who were not skilled enough to keep up with the routines that the average youngster could learn. Last minute revision of acts thrust in many parts that were purely background sections. It had to be, yet it was difficult to explain to parents that their children were unable to learn fast enough to keep up with the average. It had not dawned on us before that such a circumstance would arise. It arises in athletic teams regularly; in music classes; in dramatic classes. But in each of these instances the poor performer was shoved into the reserve list. We, on the other hand, were pledged to use all who wanted to participate!

And Costs Were Doubled

The ballyhoo, news stories, and the three rings remained the same in their cost as in 1936, but all other expenses were doubled. To prepare for a double crowd we had to transport movable bleacher seats which meant more emergency labor costs than ever before. The larger equipment meant more time for installation and more cost. Twice the number of costumes made the purchase of twice the amount of material necessary. With all the considerable help of the NYA and WPA much additional labor had to be hired. As the first rehearsal of our show under the lights showed us that we would have to have at least two dress rehearsals, we found our light bills tripled over that of last year.

As our show went off, we estimated that our cost was slightly more double that of the 193[illegible] show. Our income is made by taking a collection and by the selling of the concession materials and side-show attractions; thus we are able to keep within our policy of free public recreation. To keep our books balancing for our '37 show we would have to gross over twice our last year's receipts. Approximately one-third of our incorporated city limit population attended our '3[illegible] show. We dared not hope we could double our attendance but we planned to seat and stand one half the city's adults. We had them too, but we found no relationship between the collection taken from one-third the city as compared to one half the city. The "take" was only slightly above that of '36, so we went royally in the hole.

True, though, our taxpaying citizens received a pleasing view of its newest public service, so from that viewpoint we were quite satisfied with our double circus. But next year we plan to polish and cut, using the surplus children in the concessions and side shows, and we will have a better show more efficiently operated, with a profit and loss sheet at the end of the year showing only black.

So don't double your show until you have considered the scope of your community and playgrounds!

A Small Community Achieves Its Goal!

A community of 2,500 people proves that size is not the determining factor when it comes to securing a community recreation program!

By ETHEL BURNS BREED
Chairman, Recreation Committee
Board of Education
Cornwall, New York

WHEN THE ANNEX was added to the Cornwall, New York, High School in 1929, the voters were promised its use as a community center. During the depression there came an increased demand from young people leaving school for the opportunity to continue in the evenings the activities they had previously enjoyed at the school.

The population of the school district is about 2,500, 800 of whom are voters. From surrounding areas about 6,000 people may be drawn upon for center activities. Many, of Scotch or English origin, are connected with the carpet mill or with other industrial plants. There are six schools, public and private, five churches, a hospital, a farming area, a sprinkling of professional people, the characteristic Main Street population, and a few more or less affluent summer residents. Apart from a handful of chronic objectors, the people of the community have a strong social consciousness, shrewd intelligence and a desire to achieve the best possible in community accomplishment.

The First Steps Are Taken

The demand for basketball in the gymnasium led early this year to the appointment of a committee of the Board of Education to study the situation. At its May meeting the board approved the committee's report authorizing a referendum vote. Letters were sent to each of the fifty-six organizations in town inviting them to come to a meeting to discuss the organization of a community council, and notices were put in the papers. Everyone interested in community welfare, it was announced, would be eligible for membership in the council. To a representative gathering explanation was made of what a community center would mean, why Cornwall needed it, and the following statement of board policy was made:

"The District Board of Education must maintain full legal responsibility for school property and all that transpires therein or thereon.

"The Board of Education resolutely refuses to have activities of the Community Center in any way encroach upon the successful fulfillment of the regular school program.

"Inasmuch as the school staff of faculty and building custodians have their working energies fully occupied by the day-school program, the duties of the Community Center shall in no way devolve upon them."

The National Recreation Association helped with advice and a speaker. One large and several informal meetings were held, a commencement speaker talked on the subject, and six seniors held a panel discussion on their future use of leisure time. Pamphlets were distributed and a house-to-house campaign was made.

A successful referendum vote resulted in securing the $2,000 asked for. The referendum read:

"Shall the District, in order to authorize the use of the school building, its facilities and equipment for a Community Center, appropriate a sum not to exceed $2,000 and not less than $1,200 to cover all expenses incidental to the supervision, operation and maintenance of same, for as long as the appropriation lasts?"

With the vote successfully accomplished, the Community Council elected its executive committee of five members to cooperate with the committee of the Board of Education. Acting jointly, they approved the following budget which was later ratified by the board:

OCTOBER 1—APRIL 1, 1938

Director's salary	$ 900.
Building Custodian	390.
Heat, light, etc.	450.
Incidental expenses	260.
	$2,000.

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You Asked for It!

Question: *There is an area in one of our parks that has been set aside for surfacing with concrete, apparently for roller skating during the summer and ice skating during the winter. Further, we have some idea of putting a tennis court in the center section during the summer months which could be removed during the winter, when the entire area would be flooded for ice skating. Have you available information on some such project now in operation, the difficulties encountered and similar information?*

I should also like to receive any data you have on the success of bituminous tennis courts.

—*Clarence H. Hoper,* City Manager, Alliance, Nebraska.

Answer: The plan of flooding concrete tennis courts for ice skating is a practicable one and is now in operation in many cities. Net posts can be removed without difficulty and since backstops do not have to be removed when the area is used only for ice skating and tennis, no particular difficulties are encountered. Single courts are sometimes flooded, but since a larger area is more desirable for ice skating a battery of two or more courts is preferable for this combination use.

Where facilities for roller skating are provided they are usually separate from the tennis court, the reason for this being that the roller skating season coincides with the spring and fall tennis season. Whether or not it is practical to have a separate area for roller skating depends on the popularity of this sport and the proximity of the park or playground to the neighborhood to be served. In a few cities large wading pools are used for roller skating in the spring and fall. In the opinion of recreation authorities when a special area is provided for roller skating the circular track is most satisfactory. In the plan you suggest you are apparently thinking of removing the tennis backstops when the proposed area is used for ice skating. This would involve considerable expense and trouble. If the outside area you plan to use for roller skating were large enough it might not be necessary to remove the backstops provided the ice skating were restricted to the outside area.

Are you finding this Question and Answer page helpful? We want to remind you that we must have your assistance if this department is to be as valuable as it should be!

Another possible plan might be that described by the Portland Cement Association which involves a concrete space 112 feet long and 60 feet wide and may be used for tennis and ice skating. This is surrounded by a 10 foot strip of grass and outside this is a concrete strip 14 feet wide for use as a roller skating rink. If the inside court is not large enough to serve as an ice skating rink for the skaters in your community, the outside rink might also be used although it would be necessary to provide a curbing, and this would add considerably to the expense. A copy of this diagram may be secured from the Portland Cement Association, 33 West Grand Avenue, Chicago, Illinois, which can supply you with information on comparative costs and on technical features involved.

In recent years there has been a great deal of experimentation with various types of bituminous surfacing for tennis courts and other play areas. While these experiments have not progressed to the point where it is possible to recommend a standard type of surfacing, bituminous surfacing has found increasing favor among recreation executives. The less porous of these surfaces are suitable for flooding to make an area usable for both tennis and ice skating.

In a pamphlet entitled "Standard Courts for Tournament Play," published by the United States Lawn Tennis Association, 120 Broadway, New York City, a report is presented of a study made by that association for its members. The committee making the study recommended that for clubs having the financial resources to install and maintain them the first choice for a court for standard court play would be a patented, quick drying court. Some of the courts of this nature are En-Tout-Cas, Har-Tru and Rubico. The second choice would be good clay. For clubs desiring to eliminate upkeep, maintenance and groundsmen expense the first choice would be an asphalt-composition court such as the La-Kold courts built by the American Bitumuls Company and the Cork-Turf type of courts built by the Cork-Colprovia Company. This same recommendation was made for colleges, universities and high schools. *(Continued on page 510)*

WORLD AT PLAY

Courtesy Cincinnati Public Recreation Commission

Venetian Nights in Oklahoma City

OKLAHOMA City's first annual "Venetian Nights" was a beautiful spectacle. Over 740 children from twenty park playgrounds, each with a homemade lantern, took part in the serpentine line of march. The smaller children marched on the sandy beach accompanied by accordion music; the older boys and girls waded in the shallow water, while twenty had boats and floats maneuvering in the deep water.

Playgrounds Go "On the Air"

THE playgrounds of the Public Recreation Commission of Cincinnati, Ohio, were turned into broadcasting studios two mornings a week during the past summer. A mobile unit of the WSAI Radio Station rolled up to a playground, the microphone was set up before an excited group of children, and different boys and girls were interviewed concerning the various activities going on at that playground. Some of the members of the Playground Mothers' Club or some citizen of the community particularly interested in that playground were invited "to say a few words" about it. The program lasted fifteen minutes.

All members of the Playground Mothers' League were told about the broadcast so they might listen in at home, the primary purpose of the broadcast being to publicize the various playground activities. The broadcasts were well received and, needless to say, the children thoroughly enjoyed the opportunity of speaking before a microphone. Each time a radio program was given, a supervisor from the central recreation office was present, assisting the play leader and radio man. There was no money expense involved as far as the city was concerned for the radio people, motivated by civic interest, cooperated wholeheartedly with the Recreation Commission.

A New Jersey County Promotes Dancing

SEPTEMBER marked the close of the second season of public dances conducted under the auspices of the Essex County, New Jersey, Park Commission. Last year the dances were held in Riverbank Park only. They were so successful, however, that this year they were held in Independence Park as well as Riverbank, the concrete area being used as the dance floor. WPA orchestras provided the music; children were permitted to dance until dark. The conduct of the dancers was excellent and no difficulty was experienced in getting them to adhere to the following simple rules: Men must wear coats, may not wear hats while dancing; no one may smoke on the dance area; partners may not separate, swing each other or otherwise break; men may not dance together. It is hoped that next year dances will be held in still other parks where facilities permit.

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Preserve the School Sites!—Eight years ago the Reading, Pennsylvania, School District sold an abandoned building and site to an individual for $11,000. The building was torn down but fourteen large elm trees remained. The site was located in a district where there was no open space for a radius of one mile, and the need for a playground was urgent. In the meantime the Board of Recreation had started a campaign to save abandoned school sites. Civic clubs and newspaper editorials were continually urging that old school sites should be used as neighborhood playgrounds. For the past three summers the Board of Recreation was granted permission by the owner to use the abandoned school site without abatement of taxes. The playground leader immediately organized a Parents' Playground Association which in turn helped arouse interest by trying to get the city to purchase the site. A pleasing climax of this story came when Mr. William W. Essick, a public-spirited citizen, saw the need for a playground and bought the abandoned school site this spring, deeding the property to the city of Reading. Not only did Mr. Essick purchase the property but he repaired the stone wall and built a chain link fence about the ground.

Archery in Syracuse—The Municipal Recreation Commission of Syracuse, New York, has provided an archery range at lower Onondaga Park. Smith T. Fowler, Secretary of the Commission writes, "You can readily visualize the beauty of this play spot. The participation in this one activity of archery is an indicaton of what recreaton has meant to the city of Syracuse."

An Archery Contest by Mail—Archers of Blackburn, Lancashire, England, and a team from Columbus Park, Chicago, Illinois, are conducting an archery contest by mail. The contest grew out of the correspondence between Harry McEvoy, Jr., editor of a book on the history and technique of archery, and Harry Kellett, director of the Blackburn Community House, who wrote Mr. McEvoy telling him how much he had enjoyed the book and reporting on the progress of his English team. In addition to archery scores, publicity, scores and pictures of teams will be exchanged as tournaments open in golf, checkers, bowling on the green, and free throw contests in basketball. If the Blackburn Community House wishes it samples of handicraft will also be exchanged.

A New President for the National Playing Fields Association—From the inauguration of the National Playing Fields Association in 1925 until his accession to the throne, His Majesty the King had, as Duke of York, acted as its president. His Majesty, according to a recent issue of *Playing Fields,* has consented to become a patron of the association. At the annual general meeting Lord Derby was made president.

Physical Training in Great Britain—The Great Britain Physical Training Act, about which information has appeared in previous issues of RECREATION, came into operation on July 13. The substantial effect of the new 1937 act, according to *School and Society* for September 4th, is to extend the existing powers of providing community centers to carry into adolescent and adult life the social and physical training which plays such an important part in modern elementary, secondary and technical schools. Under the act local authorities are now empowered to provide and equip holiday camps.

Where the "Cops" Are Friends.—The children using the Union County Park System playgrounds and parks of Union County, New Jersey, do not greet a man in a park policeman's uniform with the all too-often-heard cry, "Cheese it the Cops!" and run pell mell for cover. The park policemen are their friends, not foes. You can't help feeling friendly toward a "cop" when he comes to the playground to show you how finger printing is done, teaches you how to play games, talks on nature study, first aid, civic responsibility and why crime does not pay and takes great interest in your activities and sees to it you have an enjoyable, safe time. For that is the policy of the Union County Park Police—to take a "big brother" attitude toward the children in the parks and on the playgrounds.

Gift Spots Dedicated—The Cleveland Foundation of Cleveland, Ohio, last summer presented

the city with two well equipped playgrounds. The larger of the grounds is on property which has been leased; the smaller on city owned land. Five thousand people were present at the dedication of the grounds when a program of music, folk dancing and speeches was offered.

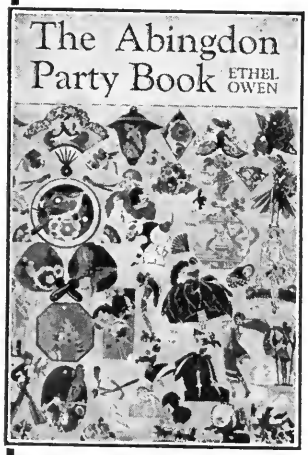
Detroit Puts on a Circus—All summer long Detroit playground children made preparations for their twelfth annual circus at Belle Isle. More than 1,500 boys and girls took part in this exciting spectacle, and among the performers were fifty-eight clowns, about 200 acrobats, forty-eight Egyptians with simitars, forty-eight wooden soldiers with rifles, forty-eight Arabians with three kneeling camels, and 126 Indians with tomahawks. All kinds of trained animal acts were on the program, together with all the stunts and acts which supply the thrills for a circus. Mrs. Lottie McDermott Colligan of the Department of Recreation was chairman of the executive committee in charge of the circus, of which William Koch was organizer. The performers for the circus were recruited from sixty playgrounds. There were only 100 entries in the circus wagon contest sponsored by the Department of Recreation and judged by members of the Fisher Craftsmen Guild.

Extra-Curricular Activities — *School Activities,* the extra-curricular activity magazine edited by Harry C. McKown and published at Topeka, Kansas, announces a program of expansion that will be of interest to teachers. The magazine, which has heretofore confined itself to the activity interests of high schools, will from now on include the elementary school in its scope.

Recreation Proves Its Value—The probation officer of the Juvenile Court at South Bend, Indiana, tells of eight boys brought before the court who had caused $30,000 worth of damage and had committed 470 crimes. They were organized into a Rangers' Athletic Club, and in the course of the next three years only two of them came back to the court. These two were reported by the club members themselves. One of them proved to be definitely a mental case.

When it was found that the new Sylvan Ball Park in Oklahoma City was suffering from mischievous destruction at the hands of the boys and girls, arrangements were made with the owner whereby a playground supervisor was assigned to organize junior leagues in the community in which the park was located and to use the ball park each morning throughout the remainder of the season. The experiment was a decided success.

How shall I entertain my guests?



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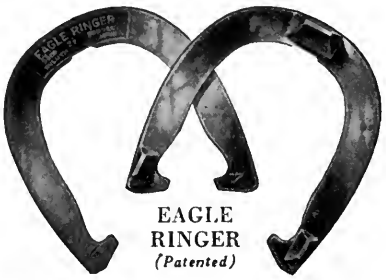
Folk Dancing in Washington Square — The Folk Festival Council, in cooperation with the Department of Parks, New York City, presented its fourth annual folk dance festival on Labor Day. For two hours gaily costumed dancers representing seven nations danced near the fountain in Washington Square to the delight of an audience of 2,000 onlookers, who agreed, according to the *New York Times* of September 7th, that the basis for international peace should be dancing.

Recreation and Engineering—The late Harrison P. Eddy, before his death on June 15, 1937, had prepared a paper on "The Next Fifty Years" which was read at a luncheon meeting on June 16th and later published in the August issue of *Civil Engineering.* Harrison P. Eddy had been President of the American Society of Civil En-



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gineers. He was optimistic as to the future open to engineers. He particularly mentioned recreation as one attractive possibility. He stated that one of the greatest problems created by recent changes is what we shall do with our released time and energy. He thought that the most obvious and popular solution of the problem seemed to be the development of recreation and that in the next fifty years games, sports, hunting, fishing, travel and a long list of recreational pursuits will be brought within easy reach of more and more of the people. He believed that the engineer would have a very prominent part in providing such opportunities; that new machines and inventions would be used exclusively for recreation; that great sums would be spent under the technical direction of the engineer. Mr. Eddy recognized that the great increase in leisure has raised a problem as to how training and discipline can be provided.

A Park for Alliance, Ohio—Among the recreational facilities at Alliance, Ohio, is an eleven acre park given the city by Miss Mabel Hartzel, a teacher in the city for thirty years. The park, which adjoins Miss Hartzel's home, was opened this year after development with WPA labor. It contains four tennis courts, four softball diamonds, a playground, and picnic sites and ovens. There is a slope on one side which is used as a coasting hill. The park is called Early Hill, an old name for the area, and it is much used.

For the Establishment of Vacation School Camps—Governor Lehman of New York State has signed two bills passed by the 1937 legislature authorizing the establishment of summer vacation school camps for children. One authorizes cities of the state acting through their legislative bodies to establish camps in spaces provided therefor in parks adjacent to the cities. "Such camps shall be used to furnish instruction, recreation and maintenance of children of school age and shall be under the jurisdiction of the Board of Education of such city." The second bill authorizes the city of New York acting through the Board of Estimate and Apportionment to establish camps in spaces provided in parks adjacent to the city under the jurisdiction and control of the State Council of Parks. The camps may be under the jurisdiction of such board or department as may be designated by the Board of Estimate.

Summer Camping in Interstate Park—Summer camping in the New York divisions of the Palisades Interstate Park of New York and New Jersey broke all records during the 1937 season in the number of persons enjoying it since camping was begun in these divisions twenty-five years ago. Figures compiled by Miss Ruby M. Jolliffe, Superintendent of the Camp Department, show that there were 80,044 persons in the group camps including week-enders, in the ten weeks of the camping season. This was an increase of about 20 per cent over 1936. Individual campers occupying fixed tents in the area provided for them numbered about 7,000. Overnight parties in small tents, coming to the park for a Saturday night or holiday week-end only, averaged about 150 per week.

A Community Hobby Show—The San Francisco, California, Recreation Commission has announced its first community hobby show to be held November 12th to 17th at the Museum of Art. There will be no limit to the classes of exhibits and no charge for entry of hobby or admission to the show will be made. The show is to be non-competitive and without awards and of a purely amateur nature.

A City Council to the Rescue!—Last summer the Public Recreation Commission of Cincinnati, Ohio, conducted seventy-six playgrounds. The City Council, states Tam Deering, Director of Recreation, deserves all credit for the continuance of the playgrounds during the past seven weeks. Confronted with the longest school vacation period in decades, totaling fifteen weeks, and with the Recreation Commission unable to finance more than eight weeks, the Council voted a supplementary appropriation of $16,000 to maintain the playgrounds throughout the entire summer.

The George Washington Monument Park—A beautiful plaza at the George Washington Monument Park, the site of which is a part of the Brooklyn approach to the Williamsburg Bridge, is the result of the work of WPA, New York City. The area surrounding the monument has been enclosed by an ornamental cast stone fence 657 feet long, inside of which has been installed a landscaped sunken garden with an ornamental spray fountain, drinking fountains, two rest pavilions, and cast stone fences. Inside the railing and between it and the sunken garden is a shrubbery area eight feet wide filled with ivy and privet. The park is just across the street from the La Guardia Playground built by CWA, also a part of the bridge plaza. This playground is already seriously overcrowded, with an average daily attendance of 5,000. The newly renovated park will help relieve the congestion, particularly where mothers with infants are concerned.

Wading Pools for Indianapolis—The *American City* for May 1937 reports that the City Planning Commission of Indianapolis is completing a WPA project which will give the city its twelfth wading pool. The first of the pools was built from gravel salvaged from flood prevention projects and from old pipe and fittings left over from various other city undertakings. The total cost of this pool was $210 which represented only the cost of the cement. The pool grew so popular that a project was submitted to WPA for twelve additional pools. These pools have been so designed and constructed that they may be used as ice skating grounds during the winter.

An Annual Tree Planting Hike—The March 4th issue of *The Pedometer,* published by the American Walkers' Association, Cincinnati, Ohio, tells of the annual tree planting hike held on April 4th, when by agreement with the Park Board, the American Walkers' Association planted two trees in Mount Airy Forest. Last year more than 1,000 hikers turned out for this event and formed a parade, the school band furnishing music and at the head a police escort. The Park Board furnished speakers, and the Mayor used a silver spade to plant two birch trees. This was followed by a picnic supper.

Just Published!

REDISCOVERING THE ADOLESCENT

By Hedley S. Dimock • This new book by the co-author of **Camping and Character** will provide clues for which thoughtful parents, teachers, and all workers with adolescents will be grateful. He presents here a measurement of the growth and social adjustment of 200 boys over a period of two years. Some of his findings are startlingly in conflict with "what everyone knows."
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CREATIVE GROUP EDUCATION

By S. R. Slavson • This important new book assumes that sound educational practice is based upon fundamental interests of personality. The author follows persistently the idea that good group work is an extension of good family life. He describes practical methods for engaging young people in creative activity and in social participation. Professor William H. Kilpatrick, Teachers College, Columbia University, comments: "A real book written by a man of actual experience and excellent insight. Not only is the discussion good, but the book is easy to read. . . . I am glad to commend it cordially."
Cloth, $2.50

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A Recreation Training Course—From January 3 to 31, 1938, the School of Education of New York University will conduct a short course for recreation superintendents to consider some of the problems fundamental to the recreation movement of America. Further information may be secured from Dr. Jay B. Nash, New York University, Washington Square, New York City.

Has Dancing Lost Its Popularity?—At a convention of dancing teachers held in New York City, it was reported that more than 6,000,000 adults and children (about half were children) are enrolled in dancing schools. Tap dancing far exceeds all the rest. The public is spending more than $100,000,000 yearly in dancing lessons.

Announcing...

The Twenty-Third Recreation Congress

- Begin now to plan for the Twenty-Third National Recreation Congress which will be held in Pittsburgh, October 3-7, 1938. The headquarters of the Congress will be the William Penn Hotel.

Further information regarding the Congress will be given through future issues of *Recreation*. Watch for announcements!

NATIONAL RECREATION ASSOCIATION

The Children's Autumn Festival — From October 30th to November 7th, WPA Federal Project No. 1, New York City, conducted what was known as the Children's Autumn Festival of Art, Music and Theater. Nine morning and afternoon performances were staged at a local theater. The programs included marionette shows, concerts, plays, dance programs, Negro music, a Tom Thumb Revue and comedy acts. There was community singing at all programs, and a permanent art exhibit was hung in the theater throughout the period of the festival.

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Foreword by Dr. John H. Finley

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The Children's Recreation School

(Continued from page 467)

School for a profit, there is usually a good-sized surplus that is turned into the general Summer Session fund.

In addition to many boys and girls from Berkeley and other bay cities who attend the Children's Recreation School, parents wno are visiting from various parts of California and from other states realize the value of this recreational program and enroll their children, if there are vacancies.

Pin-Hole Camera Clubs

(Continued from page 468)

actual cost per participant for films, chemicals and paper is around twelve cents. This allows one negative and two or three prints per person.

The Eastman Kodak Company has published several bulletins for free distribution on Elementary Photography, Pin-Hole Cameras, and Camera Club Organization, which are of great help in organizing this activity.

The Lighted Schoolhouse

(Continued from page 470)

Many of the problems youth is facing today can be solved in a small way by giving them opportunities to meet, play and study in an ideal environment. The schoolhouse can be made such a place. In many cities in the United States school boards and civic recreation departments operate community centers as part of their program. This enables the leisure time of many public and high school graduates, as well as adults, to be purposeful rather than aimless. The feeling that one is slipping into insecurity will sap self-confidence, self-respect and ambition. The time that often elapses after graduation until the securing of employment might be salvaged by keeping young people mentally alive and occupied. The use of school buildings as community centers will help in making this time count for the development of youth.

The Influence of Rosemount Center Spread

The news of Rosemount Center has spread far and wide. Halifax, Hamilton, Ottawa, Reg-

ıd Vancouver have written for information re-
ırding the setting up of similar centers. Ottawa
ıs followed Montreal's lead and now operates a
ry successful center in the Wellington Street
hool. 19,571 people attended the Rosemount
nter last year, and with backing like this mem-
rs feel that there is no limit to what can be
ne!

The success of Montreal's experiment is in no
all measure due to its director, Miss Sybil Ross.
her philosophy probably lies the secret of its
ccess: "Give people an opportunity to visit and
ay together, to help plan and direct their spare-
ne hobbies together, and you create a better
mmunity in which to live."

The Barn Dance Returns!

(Continued from page 476)

ie Country Dance Book, Beth Tolman and Ralph Page $2.00
The Countryman Press, Inc., Weston, Vermont.
The title page reads, "The Old-Fashioned Square Dance, Its History, Lore, Variations and Its Callers. Complete and Joyful Instructions." In addition dozens of dances with calls are included.

andy II. Church Recreation Service, Delaware, Ohio $2.50
Sections O, P, T and V (each 26-52 pages long) contain folk games (O), square dances (T), singing "play-party" games, set running and musical circle mixers (P), and folk songs (V). These units may be obtained for 25 cents each.

d Square Dances of America, T. M. Danlavy and N. L. Boyd. H. T. Fitzsimons Company, Chicago, Ill. .....$ .75
About 50 quadrilles with humorous old-time calls and directions for each. Suitable music is suggested for the quadrilles as a group—an excellent collection and a very usable one.

urties—Musical Mixers and Simple Square Dances. National Recreation Association.....$ .50
There are eight square dances in this collection with calls, music and steps. The musical mixers may be used at a barn party, too.

ie Play-Party in Indiana by Leah J. Walford....$1.00
Published by the Historical Bureau, 140 N. Senate Avenue, Indianapolis, Indiana.
An excellent collection of authentic folk songs and games (many really simple dances) usable for adults or children in social recreation and game programs.

roof of a Revised Edition of "Good Morning" by Mr. and Mrs. Henry Ford .....$ .15
The Dearborn Publishing Company, Dearborn, Mich. Conprehensive collection of plain quadrilles, contra-dances, lancers, minuets, reels, schottisches and round dances. Steps and calls are given and music for each type.

ip to My Lou. Girl Scouts, Inc. .....$ .10
14 W. 49th Street, New York City.
This book contains seventeen singing games (of the play-party type) seven of which are American and ten from other countries. Music, words and directions are given—an excellent collection.

SAFETY FOR Supervised Playgrounds

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A 28 page pamphlet on safety in relation to playground administration and activity programs. Contains sections on physical conditions; the use of apparatus; representative safety programs; organization of patrols and safety clubs, games, handcraft activities and campaigns.

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provides material for a well-rounded safety program based on seasonal hazards. The colored posters, graded lesson outlines, plays, stories, informational articles, accident facts, patrol news items and other features are prepared by school people who are experts in the field of safety teaching.

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The Square Dance — A Social Recreation Aid.
G. H. Harrison ..... $ .25
In the September, 1937 issue of RECREATION. Seven square dances with calls, directions, diagrams and suggestions for music. These are very good.

Hiking in Chicago

(Continued from page 478)

hiker, Edward Payson Weston, but we can make pleasure trips as far as our strength permits and thus improve our chance of longevity.

Walk in the city or on the land. Perhaps you prefer the parks or the deep woods of some preserve. It matters not where you go; trod on, chin up, in the sunshine or rain.

Thoreau walked alone. His observations of nature are unsurpassed. His trips are quoted from "Walden," in which he says: "Sometimes I rambled to pine groves, standing like temples, or like fleets at sea, full-rigged, with wavy boughs and rippling with light, so soft and green and shady that the druids would have forsaken their oaks to worship them. Instead of calling on some scholar, I paid many a visit to particular trees, of kinds which are rare in this neighborhood, standing far away in the middle of some pasture, or in the depths of a wood or swamp, or on a hilltop, such as the beech which has so neat a bole and beautifully lichen-painted, perfect in all its details."

Thirteen years ago, J. Otis Swift, nature writer on the old *New York World,* casually invited his readers to join him on a hike to near-by Yonkers. From this short ramble has developed the Yosian Brotherhood (named after the leader who was christened Josiah). Today, the Yosians have fifty sub-groups which have given recreation and enjoyment of trips to 110,000 hikers. These groups have no dues. Initiation consists simply in showing up some Sunday morning at one of the meeting points announced in the newspapers.

The type of club that has a regular schedule regular membership and paid leadership under recreation department is more stable, and it is always someone's business to continue in fair or foul weather.

Socializing a Social Game

(Continued from page 481)

that are favorable for them to continue in thes activities. Today, as schools are becoming mor life-like and young men and women are going ou equipped to play reasonably well in a variety o social games, they will demand greater opportuni ties to continue in these activities. With mor chances for whole families to enjoy leisure, it be comes increasingly important for communities t remedy the lack of adequate social programs i community life. The ideal today is to make greater number of social games more accessibl to a majority of people, in order to help them at tain the maximum in health, happiness, an vitality.

The Outlook for Social Games

The achievements of science have increased th chances that man will be able to enjoy life greater number of years. Safety devices and var ous uses of knowledge have been developed t guard his life; man wears protective armou against many dread diseases; techniques ar known to save his life; to a certain extent life tc day can be bought. But although science modern man's greatest friend, yet it can readil prove to be the extinguisher of man unless ma learns the science of human relations. One of th best ways to learn to love your neighbor as you self is to learn to play with your neighbor. Wha is needed today is the opportunity to get mor socializing qualities into social games and to g more socializing qualities out of them. A nation greatest heritage and proudest ability should b that its people know how to play together—a together. Man has spent much of his genius i turning himself out of employment; some of th genius could well be utilized for his social de velopment, to the ultimate betterment of th human race.

Felix M. Warburg

Felix M. Warburg, who died in New York on October 20, 1937, was the first chairman of the Finance Committee of the National Recreation Association, then known as the Playground Association of America. He contributed generously to the work of the Association. He was a friend of Joseph Lee, for so many years president of the Association, was associated with Joseph Lee on certain Harvard University educational undertakings. Mr. Warburg was one of the pioneers of the play movement in New York City, helping Lillian D. Wald of Henry Street Settlement in providing open-air playgrounds for children in crowded tenement districts.

The Future of Municipal Recreation

(Continued from page 483)

terests — music, art, dramatics, handcraft, athletics, team games, group games, clubs. Clubs of young people train for good citizenship, respect for authority, loyalty, obedience to the law. Competitions of all kinds, whether they be Barber Shop Quartet, Hill Billy, dancing or athletic contests arouse interest and enthusiasm and satisfy the desire of the child and adult to compete with his friend in wholesome, recreational activities. I also see an awakening on the part of school principals to use adjoining streets, parks, swimming pools, for their physical training and health education work, rather than to make use of poorly ventilated gymnasiums and school yards.

A Golden Age for Recreation

There will come within the next ten years, as I see it, a recreational awakening, a golden age for recreation when every neighborhood will demand facilities, when every city will try to develop its water front for recreational purposes, when every school building will be open until 10 P. M., when philanthropic foundations will provide funds for concerts, music and art, when appointments in the recreational department — yes, from the lowest position to the highest—will depend upon merit, upon the fitness of the applicant for recreation, and will not be influenced by politicians or self-seeking individuals. The twin problems of play and leisure gradually will be met and solved. The opening of additional community activities will result in fewer street accidents, less juvenile delinquency, happier children and adults, the better

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parents' Magazine. October 1937
Family Fun, by Elizabeth King

Childhood Education, September 1937
The Elementary School of Tomorrow, by N. L. Engelhardt
Old Rags! Old Paper! Old Cans for School, by Miriam Kallen

Child Life, October 1937
A Hallowe'en Party, by Helen Hamilton

The Journal of Health and Physical Education, October 1937
Festivals in the School Program, by Margaret H. McGinty

The Nation's Schools, August 1937
Youth Hostels: America, by Justin Cline
Let's Make Activities Active, by Irene Murray Lansing

The Catholic School Journal, October 1937
Marionettes in the Schools, by Sister Bernard Coleman

Leisure, October 1937
Strip Confetti—A Colorful Craft, by Robert E. Dodds
A Party in the Old General Store, by Clifford Parcher
Home-Made Magic, by Wilton S. Clements
Group Program Building, by Walter L. Stone
Let's Have a Hallowe'en Celebration, by Elaine MacIntyre
Broomstick Fun and Games for the Party, by Alice Crowell Hoffman

National Parent-Teacher, October 1937
Hallowe'en—The Father's Problem, by Dr. J. W. F. Davies

American Childhood, November 1937
Spun Paper Pottery, by Erna Sonne
We Made a Toyery, by J. M. Harris
Creating from Discarded Materials, by Harry W. Blodgett

The Camping Magazine, October 1937
Creative Art in Every Camp Activity, by Harold Haydon
Let's Get Back to Campcraft, by Eugenia Parker

Child Study, October 1937
The Family Camp, by Ernest G. Osborne

PAMPHLETS

The English Folk Dance Society—Fall Program

Modern Trends in Physical Education, by Marguerite A. Vienne
Book Store, Louisiana State University, Baton Rouge, La. $.50.

Fifty-fourth Annual Report of the Board of Park Commissioners—Minneapolis, Minnesota 1936

Report of the Oakland Recreation Department 1936-37

The Silver Aisle—The Appalachian Trail in Maine
Published by the Maine Appalachian Trail Club, Augusta, Maine

Bibliography of Reports by State and Regional Planning Organizations
National Resources Committee, Washington, D. C.

Second Annual Report, Chicago Park District, 1936

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use of leisure time and, therefore, better citizenship. Leisure time will be filled with activity which will bring to the individual joy, happiness, health and knowledge. Our citizens will join a club, get a new hobby, learn to play, meet their neighbors and make new friends.

Leisure will show a profit.

Summer Honor Reading

(Continued from page 486)

Long Ago and Now

Aulaire, d'. Conquest of the Atlantic.

Blaisdell. Log cabin days.

Borton. Our little Aztec cousin of long ago.

Buck. Stories of early Minnesota.

Faris. Real stories from our history.
Life of the pioneers, the development of the West and the growth of our country.

Haaren and Poland. Famous men of Rome.

Heal. How the world began.

Heard and King. Stories of American pioneers.

Hill. On the trail of Grant and Lee.

Hodgdon. Enchanted past.

Olcott. Wonder tales from China seas.

Tappan. Story of the Greek people.

Tietjens. Boy of the desert.

Stories

Austin. The basket woman.
Indian stories of the California desert.

Carr. Children of the covered wagon.
A story of the old Oregon trail.

Carroll. Alice's adventures in Wonderland.

Coatsworth. Knock at the door.

Darby. Skip-come-a-Lou.

Doone. Nuvat, the brave.
An Eskimo Robinson Crusoe.

Duncan. Adventures of Billy Topsail.

Field. Hitty, her first hundred years.
Newbery prize book 1930.

Grahame. Wind in the willows.
A charming fairy tale of a rat, mole, toad, and badger, and their adventures on the road.

Kästner. Emil and the detectives.

Kipling. Jungle book.

Lagerlöf. The wonderful adventures of Nils.
A mischievous boy who is turned into an elf rides away on the back of a goose and has real adventures.

Lofting. Story of Dr. Doolittle.

Macdonald. At the back of the North wind.

Meigs. Wind in the chimney.

Patri. Pinocchio in America.

Pyle. Wonder clock.
A wonder tale for each hour of the day.

Schultz. Sinopah, the Indian boy.

Swift. Gulliver's travels.

Mr. Gulliver tells of his shipwreck at sea, his strange adventures among the dwarfs and his encounter with the giants.

Willsie and Swartman. Ship's monkey.

A humorous story of Chalu, the monkey from Sumatra, who proved to be a real mascot.

Young. The wonder smith and his son.

The Procedure

When a child has finished reading his chosen book he makes a short written report to his nearest branch library. After he has completed four of the required six books his name goes on the honor roll with a star for each book read and reported upon. When he has finished the six books he is given a large gold star.

When school opens in September each child who has read six books is given a certificate. Three of these certificates entitle the holder to one large certificate. The awarding of the certificates is usually made an important event.

Results Secured

Through the plan followed in Minneapolis the child learns how to use his public library and cultivates a taste for the right kind of reading. Last summer Minneapolis children read over 11,000 books from the selected lists.

The plan involves considerable additional work for librarians and teachers, but the results secured justify the effort.

Some Sports and Their Development

(Continued from page 489)

style of play to add to the game, which though old, is still in its infancy, and which, though the sport of royalty in the past, has now become the great hobby of all sports-loving people.

A New Community Center for Negro Citizens

(Continued from page 494)

the beginning of the fall activities program. Today every available period between the hours of 10 A. M. and 10 P. M. is used for hobbies, handcraft, music, physical, social, dramatic and educational activities. Committee and club meetings, civic gatherings and citizenship classes, as well as programs of a musical and dramatic nature, are held at the center.

Special events include monthly community nights, a choir festival, a public school sing, checker tournaments, community music recitals and lectures by outstanding speakers. Badminton, checkers, ping pong, handball, dominoes, and jig-saw puzzles are to be found on the program. Recreation clubs for professional workers, girls' clubs, men's clubs, a mothers' chorus, a community glee club, sewing, woodwork and flower making classes, indoor baseball, volley ball and games are all proving popular. Of special interest is the kindergarten held daily at the center between the hours of nine and twelve. All children under school age are invited to attend and participate in singing, games, dramatic and handcraft activities.

Christmas Seals

are here again!

They protect your home from Tuberculosis

THE penny Christmas seal this year depicts a jolly and colorful town crier. Garbed in his warm caped cloak of brown and his three cornered hat, he brings to mind one of the most popular and ancient characters of many lands—the man who went from house to house in the small towns and villages to warn of dangers, spread the news and protect the householders. It is pleasant to recall the good old customs of our forefathers. In buying and using our Christmas seals on holiday letters and packages we may know that this friendly town crier was chosen for its subject to symbolize protection of our homes from tuberculosis. The house in the background on the seal stands for all homes, and the sturdy old town crier is ringing in health for 1938.

By purchasing Christmas seals you are helping to stamp out tuberculosis.

Special Announcement

Character Magazine
and
National Parent Teacher Magazine

can now be had at the club rate of

$2.00 Per Year

With CHARACTER MAGAZINE filling a very great need among teachers and parents through its stimulating articles on character development in the home, school and community —

With NATIONAL PARENT TEACHER MAGAZINE the house organ of the great Parent Teacher Association—the greatest folk movement of our time —

You have a combination of valuable resource material at such a low rate you simply cannot afford to ignore it.

Take advantage of this opportunity NOW by filling in the order blank below and mailing to us with your remittance.

CHARACTER MAGAZINE,
5732 Harper Ave., Chicago, Ill.

Kindly enter my subscription to CHARACTER MAGAZINE and NATIONAL PARENT TEACHER MAGAZINE each for one year at the club rate of $2.00.

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Twenty volunteer workers — church workers, teachers and school and college students — are carrying on the program of activities under the guidance of the regular staff workers, including the director, two assistants in women's programs and in musical activities, and three NYA workers.

Organizations at the Center

Many organizations have sprung into existence at the new center, including the Community Center Council, the Inter-Club Council, a leadership corps, community music, drama and athletic associations, and the Negro Recreation Service. Through this service literature and leaders are provided, and social, civic, church and educational institutions needing assistance in their problems are given help. Among the organizations with which the service works are schools, churches, Sunday Schools, colleges, Boy Scouts and Girl Scouts, Y.M.C.A., hospitals and nurses' homes. All of these institutions are working with the center to improve the quality of recreation for the Negro citizens of Greensboro.

With the recent appointment of a full-time director of recreation for Negroes, the Greensboro Recreation Commission has taken steps to meet adequately the need for a city-wide recreation program for the colored people of the community.

A Small Community Achieves Its Goal

(Continued from page 497)

The center is open from 7:00 to 11:00 P. M. six days a week. The program includes athletics, dramatics, music discussion and study groups, crafts, photography, dancing and parties to include all ages. If the center proves a success the voters will in all probability maintain it with a larger budget. A trained director has been appointed and everything points to the success of the program.

You Asked for It!

(Continued from page 498)

A pamphlet issued by the National Recreation Association entitled "Surfacing Playground Areas" discusses the various surfaces which are in use and their comparative merits. For a number of the different kinds of surfaces used for tennis courts detailed specifications are given. Copies of the pamphlet are available for 50 cents

New Publications in the Leisure Time Field

Handicrafts of the Southern Highlands

By Allen H. Eaton. Russell Sage Foundation, New York. $3.00.

FOR MANY YEARS Mr. Eaton has been assembling material on handicrafts in the Southern Highland District and the information brought together in this fascinating volume ranges from his early impressions of this mountain handicraft to later personal knowledge of individuals, families and environment and intensive field work which has included examination of local materials, processes, products and markets. Data has been gathered from handicraft centers and similar sources of information. The main body of the volume deals almost entirely with the handicrafts of the area. Part 3 under the title "The Rural Handicraft Movement and the Wider Use of Handicrafts" treats of the handicraft movement in rural America and their potentialities in the fields of adult education and of recreation. The book is beautifully illustrated. There are 112 full page illustrations, eight of them in color and the remainder in photogravure, including 58 photographs of mountain life and workers in the handicrafts made especially for the book by Doris Ulmann. The volume includes a carefully selected bibliography.

How to Make Electric Toys

By Raymond F. Yates. D. Appleton-Century Company, New York. $2.00.

DEALING WITH a new phase of toy making, the author opens up to the young explorer an exciting world of adventure in electricity. Mr. Yates concentrates on the simpler aspects of the science so that even those with little knowledge of electricity will have no trouble performing the experiments and making the toys and gadgets described. The book is an introduction to the wonders of electricity and is as entertaining as it is instructive.

Research Memorandum on Recreation in the Depression

By Jesse F. Steiner. Social Science Research Council, 230 Park Avenue, New York. $1.00.

THIS BULLETIN is one of a series of thirteen studies in the social aspects of the depression sponsored by the Social Science Research Council to stimulate the study of depression effects on various social institutions. Dr. Steiner, who is the author of *Americans at Play*, has treated his subject under the following headings: Recreational Research: Problems, Trends, Sources; the Recent Expansion of Leisure; the Changing Tides of Recreation; Recreational Facilities Under Governmental Auspices; Community Organization for Leisure; Recreation As a Business Enterprise, and Recreation Faces the Future. Dr. Steiner emphasizes the importance of recreation in present-day society and urges a wide variety of studies which will contribute more or less directly to a better knowledge of the whole recreation situation. He warns, however, that the problem cannot be solved by a simple presentation of arrays of facts and further suggests that solutions of problems can never be final "since they arise out of the never-ending process of adjustment to changing conditions." Recreation workers will be very much interested in checking Dr. Steiner's observations on developments in the recreation field during the past few years with their own experiences.

Information regarding the remaining twelve volumes of the series may be secured from the Social Science Research Council. The price of each bulletin is $1.00. The entire set may be secured for $10.00.

Sing

Compiled and edited by David Stevens and Peter W. Dykema. C. C. Birchard and Company, Boston. $.25.

MORE THAN 150 favorite standard and popular numbers, complete with music and all necessary accompaniments, have been brought together in this song book for school, home and community singing. Special features include a Gilbert and Sullivan section, a large list of the less familiar Stephen Foster melodies, and a number of modern part songs never before available in an inexpensive collection.

1001 Christmas Facts and Fancies

By Alfred Carl Hottes. A. T. De La Mare Company, Inc., New York. $2.50.

HERE IS A delightful book prepared with the object of including all interesting Christmas material not already published in available form. There is "The Story of Christmas" with legends galore and "Old Wives' Tales." There are suggestions for decorating the home and the Christmas tree, for Christmas music and for making cards. There is information on "foods around the world," and finally there is a chapter telling how countries around the world celebrate Christmas. The book is delightfully illustrated with more than 100 drawings by Lindsay L. Field.

The Nature Guide

Edited by Agnes Kelly Saunders. Commissioners of the Palisades Park, 141 Worth Street, New York City. $1.50.

THIS NEW NATURE GUIDE for campers in the Harriman section of the Palisades Interstate Park of New York and New Jersey is announced as a primer of fundamental natural history facts and principles. All of the contributors to the guide have been directors or assistant directors in the regional museums conducted for a number of years. Their contributions cover astronomy, insects, birds, plant life, rocks and minerals, mammals and fish, and similar subjects. The final chapter of the book is devoted to a statement of the requirements for museum emblems of the Interstate Park established by Miss Ruby Jolliffe, Superintendent of the Camp Department.

Childhood: The Beginning Years and Beyond.

Edited by the Association for Childhood Education. Houghton Mifflin Company, Boston.

A notable contribution to the literature on childhood has been made in this series of five books sponsored by the Association for Childhood Education and prepared by outstanding authorities. Volume 1—*Health: Physical, Mental, and Emotional,* was written by Richard M. Smith and Douglas A. Thom. Volume 2—*Play: The Child's Response to Life,* is the contribution of Rose Alschuler and Christine Heinig. Beautifully illustrated, this volume will make a strong appeal to every recreation worker as well as to parents and teachers. The topics discussed include toys, indoor and outdoor play, birthday parties, diversions for the sick child, and pets. Activities are grouped according to the child's age and stage of development. There are useful working drawings of indoor and outdoor equipment, and simple pleasures which the entire family can enjoy together are attractively described. The third volume—*Nature: The Child Goes Forth,* by Bertha Stevens brings to the subject of nature lore an unusually interesting approach. Some especially beautiful photographs make this book outstanding. Volume 4—*Stories and Verse,* compiled by Mary Lincoln Morse in collaboration with a number of experts in the field of children's reading, contains tales that are new, tales that are old, and verse both old and new. It comprises a fascinating selection of children's literature with some helpful hints to the story-teller. Volume 5—*Songs from Many Lands,* compiled by Thomas W. Surette with musical arrangements by Kathleen Uhler, contains seventy-five songs for everyday singing in the home.

The entire set of five volumes is available for $19.50, with discounts offered schools, libraries, parent-teacher associations and similar groups. All volumes except the first may be bought separately in quantities of five copies or multiples thereof.

Appraising the Elementary-School Program—Sixteenth Yearbook.

National Education Association, Washington, D. C. $2.00.

Earlier yearbooks have described specific school activities, administrative and supervisory policies, curriculum practices, and methods of teaching. This book deals with the appraisal of these elements in the school and is primarily a collection of principles, techniques and devices which have been used or proposed for evaluating the program in individual schools or school systems. "How is your school attaining the desirable objectives of elementary education in a democracy?" "What are these objectives?" "How shall we determine the degree to which we are attaining them?" These are some of the questions which this yearbook helps answer.

Negro Songs of Protest.

Collection by Lawrence Gellert. Carl Fischer, Inc., New York. $1.00.

This interesting compilation of songs published under the sponsorship of the American Music League, 156 Fifth Avenue, New York City, has been collected from plantations, chain gangs and lumber camps. Reflecting as they do the daily round of life in the Black Belt, they are, aside from their musical and literary worth, human documents embodying the living voice of the otherwise inarticulate resentment against injustice.

Tricks, Toys, and Tim.

By Kreigh Collins. D. Appleton-Century Company, New York. $2.00.

There are three sections in this intriguing book — A Number of Things to Make; Magic, and the Time Machine. The first section describes a number of things any boy can make, such as a Gloucester fishing schooner, a fort, a sled ice boat and a gnome show. The second section is devoted to magic and includes full directions for making the necessary apparatus and performing a number of startling feats. In the third section a lively and resourceful boy named Tim transports himself into the past and has a number of fascinating adventures.

Safety Through the Year—For Upper Grades.

By Florence Nelson, Olis G. Jamison and Raymond E. Sparks. McGraw-Hill Book Company, Incorporated, New York. $.48.

This textbook continues the series begun in *Safety Through the Year for Intermediate Grades* though it in no way duplicates the material in the first volume. The present book is made up of nine units, sufficient work for a complete course for one year. Each unit is complete in itself and sufficiently comprehensive to be used independently of other material. The teacher will find in addition to the factual material a variety of activities designed to direct the pupil's attention to the safety problem in his own community. Local happenings may be made an important part of the course and the cooperation of interested citizens solicited. The book contains many suggestions for written work of all kinds, including stories, poems, articles and debates.

The Teaching of Swimming, Diving and Water Sports

By Ferd John Lipovetz. Burgess Publishing Company, Minneapolis, Minnesota. $2.75.

The material in this mimeographed illustrated book of practically 150 pages has been divided into five sections A—General Theory and Practice; B—The Teaching of Swimming; C—Diving; D—Water Sports, and E—the Appendix containing information regarding swimming tests, life saving efficiency records and records of various kinds, and similar material. It is a compendium of useful and practical information which should have value for recreation workers and physical directors.

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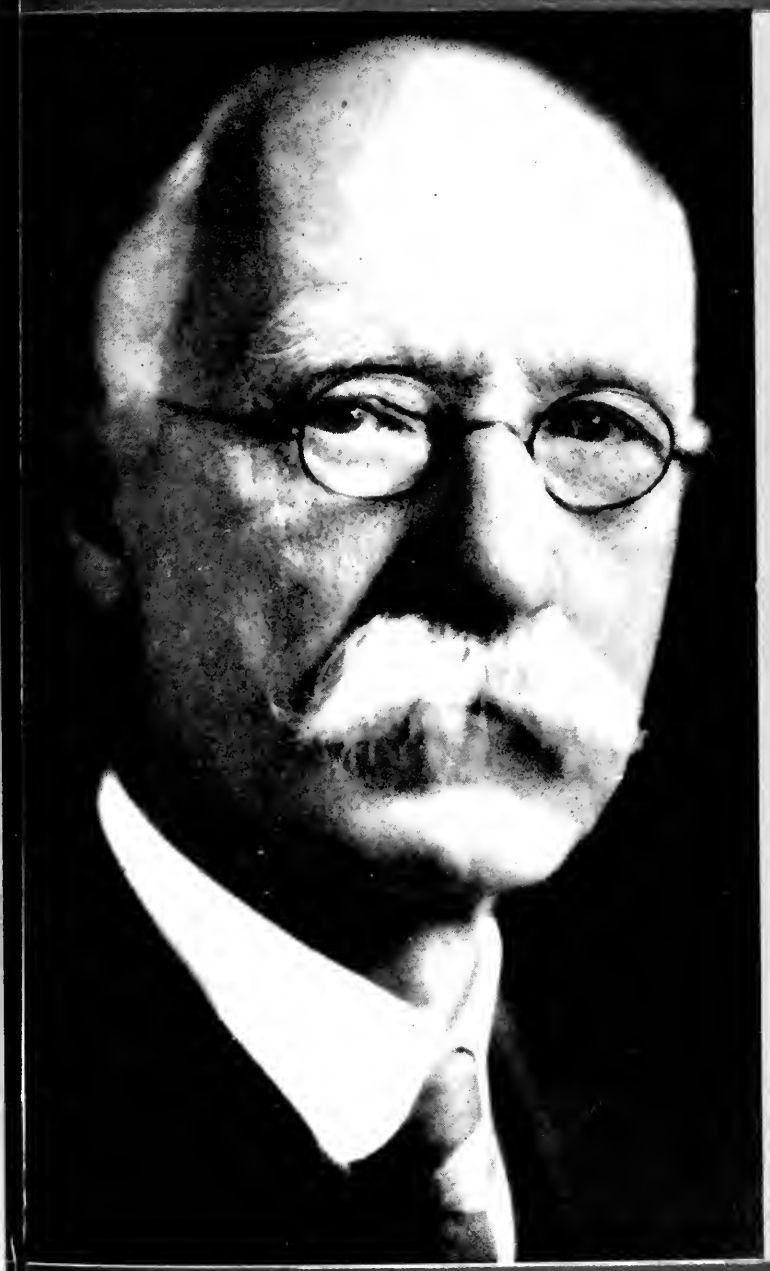
RECREATION



THE NATIONAL RECREATION ASSOCIATION GIVES OVER AN ISSUE OF RECREATION TO THE LIFE OF JOSEPH LEE BECAUSE FOR TWENTY-SEVEN OF THE THIRTY-ONE YEARS OF ITS EXISTENCE JOSEPH LEE HAS BEEN ITS LEADER AND BECAUSE HIS LIFE AND IDEALS EMBODY SO MUCH OF WHAT THE ASSOCIATION HAS STOOD FOR AND STANDS FOR TODAY

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A Prayer

Let us thank God for JOSEPH LEE.

For his many years of life among us;

For his unselfish work to help others;

For his devotion to the life of all children;

For his faith that there is joy at the heart of things;

For his assurance that there is good in everyone;

For his persistence in expecting a nobler world;

For his generous purposes which were without guile;

For his delight in simple things;

For his imagination which bridged the gulfs of circumstance and creed;

For his counting himself no better than others, but gathering up in himself the better thoughts of many;

For his gentleness which made others feel greater;

For his continuing influence, and the things which abide with us always—

We thank the God of Life and bless His Holy Name.

O God, accept our thanksgiving for our beloved citizen and for all of like spirit, in the name of Thy son, Jesus Christ, who did lift up the weary and set a little child in the midst of His disciples.

AMEN.

Prayer offered by Rev. Vivian T. Pomeroy, D. D., at the funeral services for Joseph Lee at King's Chapel, Boston, on July 30, 1937.

Extract from "Pilgrim's Progress"

Read by Rev. Vivian T. Pomeroy, D. D.
at the Funeral Services of Joseph Lee

IT is fitting at this time that there should be added to the words of ancient scripture a passage from Bunyan's "Pilgrim's Progress."

"Now I saw in my dream that they went on, and Greatheart walked before them. The way was narrow and sometimes steep.

"Then he took the little boy by the hand and led him the rest of the way; and at the hardest places he lifted him and carried him. 'Well, how do you like being a pilgrim?' he asked, when they had reached the top. 'Very well, sir, and I thank you,' answered the boy. 'It is like going up a ladder; but I would rather climb a ladder than fall into a pit.'

"And now, looking up, they saw the House Beautiful not far ahead of them; and going on with haste, they soon came to the porter's lodge. Night was already come, and all was dark and silent within. But Greatheart went up to the gate and knocked loudly. 'The pilgrims will go in,' said Greatheart, 'but I must return at once to my master.'

"Then the little boy took him by the hand and said, 'Oh, sir, won't you go on with us, and help us? We are so weak, and the way is so rough and dangerous.'

" 'I must obey my Master,' answered Greatheart. 'Tonight I must return to him. But if he shall afterward bid me be your guide, I will gladly come and wait on you. And so I bid you adieu.'

"And with that he turned and went back through the darkness."

Joseph Lee

Resolution Adopted by the Board of Directors of the National Recreation Association

FROM June 7, 1910 until July 28, 1937, the day of his death, for a period of more than twenty-seven years, Joseph Lee served as President and leader in the National Recreation Association.

Previously, on April 12, 1906, when the Association was formed — as the Playground Association of America—Joseph Lee had been elected Third Vice President. Later, on May 14, 1909, he was elected First Vice President and served in that capacity until he was elected President.

Though Joseph Lee had in 1910 been active in the play movement for a score of years and was then known to many as the "father of the playground movement," he was reluctant to accept the presidency for he never desired position for himself.

Joseph Lee, once he had accepted the position, dedicated himself and all his great gifts as leader, thinker, philosopher, educator, scholar, man of vision, statesman, speaker, writer, practical man of affairs, to the movement. He chose the Association as his major medium through which to make his contribution to his times. His book "Play in Education" was used extensively throughout the world and was an outstanding contribution to the movement. He gave freely of his time in studying major problems in recreation. He was equally ready to give detailed attention to problems of personnel and administration in the national movement. He gave generously of his own means and worked steadily in raising money from his friends for the Association.

The Board members had extra satisfaction in their meetings because they were associated with him in his inspired leadership. The staff members did better work because they felt he understood the difficulties they faced and the significance of their achievements. Local recreation leaders thought of the whole movement on a higher plane because they knew that quietly and without seeking anything for himself Joseph Lee was devoting his ability to the problems of the movement.

The members of the Board of Directors are profoundly grateful that for so many years they were privileged to follow such a leader. Though the national recreation movement is clearly larger than any one man or any group of men yet in part the National Recreation Association is a living monument to the life and work of Joseph Lee.

The Play Life of Joseph Lee

JOSEPH LEE wrote of the days when he was thirteen and a member of a group known as the "Crowd." First there were a half dozen boys who always played together. Later girls were added. The great time was "from the middle seventies until 1883" when Joseph Lee graduated from Harvard.

Before college days began the "Crowd" played together nearly every afternoon. "We danced with each other at dancing school and had dances of our own every Saturday evening during the winter, at which times there were apples and cakes for supper."

"Our great game was prisoner's base." These games continued until Joseph Lee and two others of the group were in law school.

"Even more exciting and more romantic, with its wiles and stratagems, its mysteries and far ranging forays, was Robbers and Policemen." "Every Saturday afternoon there was a picnic party at which we played mostly Robbers and Policemen and key to characters. Many years later Joseph Lee remembered and wrote of the wood thrush singing, heard on the way home. "Best of all were the teanics to the Island with the pale full moon rising over the ocean and the row home, singing with all the boats together. There were picnics also on the Common."

In winter, the group went skating or coasting every afternoon, when possible. Whenever there was no chance for outdoor games, the group played Up Jenkins and Clumps or the Geography Game, with equal vim and satisfaction. In spring and fall, there was New High Spy sometimes at the barn. At all seasons when in Brookline there was a Sunday walk to the Great Rock in the woods, with tea afterward and with chocolate and the famous cider cake.

Joseph Lee wrote years afterward with very clear memory of the rows in the moonlight, the singing, the coasting, even mentioning the dark passage through the pines and shooting out at the other side across the little pond. Mr. Lee particularly remembered the moonlight expeditions through the woods to skate.

Joseph Lee thought that anyone who had not hung May baskets had missed something out of life. "On May Day night we boys used to hang bunches of flowers with poems on the doors of the different girls, and the girls used to chase us when we rang the bell."

He also recalled the horizontal ladder in the old chicken house where members of the group used to "skip I don't know how many rungs."

While at Harvard Joseph Lee played on his freshman football team, rowed on the sophomore crew, held the middleweight boxing championship for one year.

Joseph Lee himself listed the play facilities "enjoyed by the Cabot crowd 1870-1890" as follows:

One ocean, fitted with islands, fish, boats, reefs, eel grass and other hazards. Several beaches, one of them adapted to prisoner's base.

A cow pasture and other play fields.

Winter and summer woods, climbing trees.

A marsh with a brook containing trout, navigable at high tide, good for jumping with or without a leaping pole and excellent for making dams.

Ponds to skate on, also a flooded marsh running far in among the trees.

The stars, moon and sunsets appurtenant to these.

"I was always rather a leader in games though not a good player. I did most of the legislating in hi-spy and prisoner's base and other juvenile sports and was captain of two football teams, both of them marvelously unsuccessful.

"In college I played on the freshmen eleven, rowed on the sophomore crew, won a middleweight championship in boxing in my junior year and lost it in my senior year.

"I have been fond of camping, paddling, riding, skating on the river, in fact, of about everything young men and boys do, only I have not lost my fondness. I still keep up my skating and canoeing acquaintance with the rivers. I suppose dancing has been my steadiest passion in the athletic line."—*Joseph Lee* in *Recreation*.

Coasts, both cross country and in streets duly furnished with pungs, sleighs and a considerable number of funerals to turn out for.

One theatre.

Pianos and violins.

Several barns with horses, cows, pigs and the smells appropriate thereto.

Add uncles who acted, sketched, read Shakespeare and other people aloud, sang and did other interesting stunts.

And one remarkable and sporting grandmother.

Joseph Lee writes of the play leadership he himself enjoyed:

"My brother, George Lee, did more for me than any one else, more than I have ever known any one else to do for another. He practically undertook my education, giving me hundreds of boxing lessons and almost as many in rowing, and doing all he could to make a man of me—a man's man, not a ladies' man. 'Running after girls,' he said, 'won't get you anywhere.' He was the greatest teacher I have ever known. Those events, whether in rowing or boxing, for which he trained me I won; those in which I trained myself I lost. He could, as few teachers can, give you intelligible instruction what to do. More important, he could see what was going on inside of you and how your full resources could be mobilized. And his aim was not the sport but character. George was my hero and that of many of us smaller boys, and as a modern Hercules his exploits justified our worship."

Joseph Lee always thought of conversation as a very important form of recreation. It was so easy for him to talk about "Alice in Wonderland," about Jane Austen and about all of the books that were dear to him. He wrote once of a three hour conversation in which he dimly awakened for the first time "to her powers of keen appreciation and of sustaining her part in that process of mutual discovery and enhancement which is the essence of conversation." He mentioned the great quality in any listener, the speaking countenance "where sympathy runs before the thought and the face reflects more than you have said."

So much of Joseph Lee's power in conversation came from his reading, which he had so thoroughly digested that it had become a part of himself and was almost forgotten. On one occasion Joseph Lee talked back and forth with a friend for several hours on readings from Dante, and never had he seemed more completely to lose himself.

Reading out loud had a very important place in the Lee household. Joseph Lee mentioned the delights of having a cold, not too severe, for the opportunity it gave to be read to out loud from Trollope and Walter Scott. He writes that from the time of his marriage "we read over our two favorite series from Trollope and Miss Austen's novels as often as we thought decent." "Mrs. Lee read aloud almost every evening of our married life to me and to the children." Often Joseph Lee spoke of the delight which he had in remembering his father's reading out loud the plays of Shakespeare.

The whole Lee family at one period used to bicycle together over the week-ends at Cohasset. No one could walk with Joseph Lee back and forth on the beach of Cohasset and not be conscious of the extent to which the beauty of the beach and of the rocks and the ocean had entered into his very life, though he never uttered a word about it. Rowing, paddling in canoes have an important part in the Cohasset picture. Joseph Lee himself sailed as one of the crew of his brother, George Lee, but he himself never quite had the real thrill of sailing in full charge himself.

No one could fully understand Joseph Lee without knowing the Putnam Camp near Keene Valley in the Adirondacks. One could sense the depth of his feeling for the long walks, the "swishing of the swash," the singing around the camp fire.

Joseph Lee and his wife, Margaret Cabot Lee, were much influenced in their own family recreation life by their common knowledge of Froebel and their delight in him. Both had a keen intellectual grasp of Froebel's teaching and brought to it a depth of understanding.

One could not help feeling the richness of the play life which Joseph Lee and Mrs. Lee opened up to their children. Joseph Lee, Jr., was managing a canoe and rowing a skiff by himself at the age of five, and sailing a dory himself alone at the age of seven, although he was not allowed by himself out of his depth until he learned how to swim. The children were encouraged to climb trees and ladders, to perform innumerable stunts in spite of possible risks. The children too had bicycles as soon as they

could ride and managed their own expeditions from the time they were eleven years old. The house in Boston had a piazza 36' x 12' on the south side, opening with a French window on a level out of a little room next to the parlor, equipped with a sand box and an awning. In winter snow was piled on the sand box and a coast for a slide made, the coasting sometimes ending inside the little room. Mr. and Mrs. Lee saw to it that their children had the physical and social surroundings belonging to the full life of childhood without "waiting until they invented all these things themselves." Mrs. Lee sang and read to the children for hours every day and played the mother games and showed them others and "opened out to them in every way their whole inheritance from all the generations of happy childhood and from the child lore of the race."

Often the whole family walked together in the evening. Among the books which were read out loud to the children were Peter Rabbit and some of his successors, Kingsley's Heroes, Hawthorne's Wonder Book, Heidi, Pilgrim's Progress, Scott, Robin Hood, King Arthur. There were dramatizations in the parlor in the Boston home and out of doors at Cohasset in summer.

Each child was exposed to music to see if it would take. There was strong desire that the children should grow up to love the country and country life.

Joseph Lee himself had great pleasure in observing and noting little things. As he rode along on the train he would watch just what all the children were doing in their play. He liked after Board meetings and committee meetings in New York City to walk to the train and would constantly be stopping to observe the play of the children in the city streets. One could not soon forget the depth of his satisfaction in observing what was going on about him. Many times individuals thought that he was not observing at all what was going on, when every detail had been carefully noted and could be accurately described later and with very great satisfaction by him. He could draw at will on his memory of little things enjoyed in the past.

Dr. Charles W. Eliot once referred to the Irish blood in Joseph Lee which made him always interesting in anything which he might say. It seemed just impossible for Joseph Lee to utter a dull sentence. Even his silences as he walked with one were somehow interesting.

For many years Joseph Lee never missed a Recreation Congress. At these Congresses, as the delegates danced and played together, he entered whole-heartedly into the fun and no young man or young woman of 21 had a better time than he. At one Recreation Congress when Mr. Lee was about 50 years of age, many of the delegates themselves tried the physical efficiency tests and Joseph Lee was one of this number. He "chinned" himself six times, made a standing broad jump of six feet six inches and ran a sixty yard dash in eight seconds, thus qualifying for the second physical efficiency badge.

Throughout life music was most important to Mr. Lee. He would tell of the long hours of practicing on the piano two or three hours at a time. Bad music caused him acute distress.

Joseph Lee and his friends found great satisfaction in his drawings, in his charcoal sketches and water colors. He was so intense in his writing that perhaps one could not speak of writing as a form of recreation in the usually accepted sense of the word "recreation" but it was certainly an important part of the expression of Mr. Lee's life, of his own abundant living. Perhaps one reason why Joseph Lee cared so deeply for the "enduring satisfactions of life for all men, women and children" is because he himself lived so richly and so deeply.

"Joseph Lee Loved to Play"

By MARY LEE
Westport, New York

JOSEPH LEE's contribution to our age has been discussed from many angles, and yet there is one aspect of his character that has, it seems to me, not yet been touched: the fact that along with having established Playgrounds for the Childhood of America, becoming a distinguished and important member of society, yet he remained a person who, in his middle age and even in his later years, himself still loved to play.

Those of us who knew him as an older relative, or as the father of our friends, had a very special feeling about Joseph Lee. We knew he was a distinguished citizen,—the aura of greatness always hung about him,—but to us his public achievement did not matter. What mattered was that here was a Grown-Up who nevertheless loved to come out with us and 'do things,' and who 'did things' with a vim and an enthusiasm that carried us all along. To us he was an Opener of Gates.

I can see him in a small clearing in the Adirondack forest, — a smooth, green place hedged in with arbor vitae, surrounded by a group of children,—his own and others, dancing "The Farmer in the Dell" or "Roman Soldiers," coats off and pigtails flying. When others would have tired, it was his enthusiasm that kept on thinking of one tune after another, till the feet of even the shy ones were happily thumping the soft, cow-munched turf.

Or I see him stretched full length in the spring sunshine on the sand, or on his piazza floor at Cohasset, ready to talk philosophy with any comer,—and this in an age before the sun had become the fashion, and when many a member of his generation disliked picnics because they necessitated sitting on the ground.

Or I see him, in the early winter, skating joyously on the first black ice on Hammond's Pond, and later in the winter on the River. Some bright, clear February morning one would be called up by one of his children, told that "Pa" had decided to go river-skating, and would you come, and if you had something to do, would you please give it up and come anyway, because river-skating was important and you couldn't do it every day in the year,—and you gave it up and you came. You skated ecstatically after the tall, lank figure, clad like as not in a long, black city overcoat and derby, but with a stout rope wound round his waist in case of danger, —Joseph Lee believed in teaching children to do dangerous things and do them wisely,—and you scrambled up and stocking-footed across the roads and railroads to avoid the deep, black, open holes under the bridges.

I see him arrive late in the afternoon at a winter house-party in New Hampshire, and right after supper disappear out the door into the darkness, to be discovered an hour later by his lazy youngers ardently coasting, all by himself in the dim moonlight, steering his sled after the manner of his boyhood by jerking the runners and plowing the toes of his best Boston boots into the icy roadway. I can hear him telling, with the enthusiasm of a boy ten,—he was then over sixty,—how he had missed the water-box at the corner by just one inch the last time . . .

And in the springtime, there was canoeing. No idle drifting down stream for him: he always insisted on paddling upstream from the canoe-house at South Natick toward that swift water under the dam near where the Indians were buried, not to carry mildly across the little field and over the road into the mill dam, but to get her under the arches of the bridge and up through the frothy rapids to the little island under the dam itself. It always meant pulling off shoes, rolling up trousers, climbing overboard, and hauling her up by main force, and we watched while he waded, with utter forgetfulness, among the broken bottles of modern civilization. And when we went on a moonlight night, he wanted to stay late. And when we lost the key of our Ford into the river, he was not annoyed.

To us who drove him about the country in Model

This letter was written to the *Boston Evening Transcript* by Mary Lee, a cousin of Joseph Lee. It is reprinted by courtesy of the *Transcript*.

T. Fords, it seemed he knew the whole of Massachusetts in terms of trout brooks. "That," he would shout, almost precipitating himself over the Ford's side, "must be the brook where Emery Codman and I,—" and then would come a yarn of trout fishing, in a day when trout, apparently, could be caught in almost any stream from Brookline to the Berkshires. To us who drove him, those forgotten brooks, now rapidly disappearing into drain pipes, those blossoming swamps now filled with dead automobiles and tin cans, took on the poetry of the wilderness that still lingered about them in his own youth.

For Joseph Lee was an artist of great enthusiasm and no little skill. He could paint pictures in words, and he was always trying to paint pictures with real paints, and never quite satisfied with his results. I can see him with his back against some rounded Adirondack boulder, his khaki hat (he has been known to start for Washington to preside over a Playground Association Meeting in that same hat) well down over his brow, palette in hand, keen eyes squinting eagerly through his glasses at the shadows, whose colors he could not quite get. Or I can hear him asking that lunch be put off for an hour because he was just going out sketching and he was sure he could not get the color of that grey stump in just one hour, and yet he could not bear to miss lunching with the crowd.

He loved a crowd and the give and take of minds in conversation. I can see him of an evening in a great armchair before a log fire, with young people perching on the chair's arms, or on the woodbox, or on the hearth below him, talking eagerly, or sometimes listening to others' talk, of 'Shoes and Ships and Sealing Wax, and Cabbages and Kings.'

Once in a while, as by a miracle, there comes an adult whose spirit bridges the inevitable chasm between the generations, a person to whom, even when one is young, one can talk as an equal and who, even though they have attained the wisdom of years, treat the young as though their opinions were worth while. It was this faculty that Joseph Lee had and that kept him young while others of his generation, —and of ours,—grew old. To those of us who knew him as we did the great thing was not that he established Playgrounds but that, having established Playgrounds, he nevertheless still loved to play.

Skating with Joseph Lee

By **FRANCIS G. CURTIS, Boston, Massachusetts**

DOWN rivers—always with the wind behind us. An uncanny sense about the safe ice. And the unsafe—often on the edge of a rushing stream, black and deep. Then a pause at noon in a sheltered cove, a "hen-bank" in the sun and out of the wind—starting a fire to cook our steak and talk on all subjects for a good resting spell and then another stretch of river—often interrupted by a cross country walk. We strike another river, and so down to the neighborhood of a train back home. For instance we have often taken a train to Concord, got on the Sudbury River as far as Wayland, then walked across country to the Cochituate Lakes, several of them. Then a walk or trolley to South Natick—and then down the Charles to Dedham or Newton Upper Falls—a long but heavenly day.

The train home couldn't be too hot or stuffy for him he would say. Whoever else would get wet feet or fall on their face in a crack, it was never Joe — he flew over all cracks and hurdles—at tremendous speed. Sometimes with his coat held out as a sail—marvelous days of recreation.

Fishing with J. L.

By E. A. CODMAN, M. D.
Boston, Massachusetts

FOR many years I have held two days sacred to old playmates. Holidays and holydays were these, for they have been spent with the two finest characters I have known. To spend even two of the 365 days of each year with human beings whose quite different characters you sincerely believe are well-nigh divine, does much to dispel the false values of human nature received from the headlines or from neighborhood gossip. For 30 years the opening day of the fishing season has been sacred to J. L. and for 40 years that of the hunting season to W. P. B. The lives of these men have been examples so far beyond my reach that I have felt no need of angels or divinities to guide me; nor do I wish to associate for eternity with beings more perfect. No one could crave a better world than this would be if peopled by such creatures.

To tell the truth, J. L. was no great fisherman, but he was a splendid companion on fishing trips. He was not the person to choose for a fishing trip "to-come-home-and-tell-the-office-about;" he was no "go getter." Size and quality meant little to him unless relative to the geographic surroundings. A half-pound trout in a public brook within 15 miles of Boston was more of a prize than a three pounder in Maine. A bass from Jamaica Pond (within the Boston City limits) big enough to present to Commissioner Long, was more desirable than a salmon from some rich friend's preserve. He liked to fish in public streams or ponds, and to compete with those boys who had energy enough to take the same trouble. Had he so chosen, he might have belonged to the most exclusive fishing clubs, but he believed in holding most of our ponds and streams as public playgrounds, and was ready to work for his share of the fish. He really relished one occasion, when, after he had whipped a pool for some time with a variety of flies, a boy with a pole appeared on the opposite bank. Joe was rather indignant at first because, breaking all precedent, the boy stood up in plain sight of every fish in the pool, spoiling all chances of a trout rising to a fly. However, J. L. accepted the inevitable, and conversed with the interloper across the twenty feet of water, while the boy's "barn yard hackle" lay on the bottom. Presently, in spite of the conversation, the boy pulled in his line with a ten inch trout attached. It was like Joe to console himself by saying that at any rate the trout's appetite had been aroused by his own flies, even if it preferred the boy's worm. The fact that this typical example of the classic tale occurred in a public brook less than fifteen miles from the state house, and within walking distance from the trolley, was what impressed him. Of course, he envied the boy, but enjoyed the experience; no doubt they both cherished the memory of it for the rest of their lives. However, J. L. had no thought of buying the exclusive rights on the brook to prevent further intrusion.

I had fished with him for some time before I could account for a peculiar sound which came from his direction now and then. A single sound, like the quack of a duck, if a duck ever did confine itself to one quack. As we usually fished a brook by an alternating method, each passing the other by circling through the woods or fields, when one reached the point where the other had started, we were generally near, but not in sight of one another. Occasionally came the quack from his direction, the cause of which I finally saw and heard at the same time. When rebaiting, he would put the wriggling worm in the palm of one hand, and give it a sharp blow with his other palm, making a single quack with which the worm had little, if anything, to do, except to be effectually stunned, stop wriggling, and be easily impaled on the hook. Joe's idea in stunning it was not for his own convenience when impaling it, but wholly on the worm's account. Surely, this shows his originality as well as his sympathy for the human, animal or helminthic under dog. I doubt if any other fisherman ever used this method, for most of us want the worm to squirm.

Stopping the wriggling did not seem to abate the desire of fish to take his bait, nevertheless,

for it was he who usually caught the big ones. There is something individual in the way each fisherman wiggles or does not wiggle his bait, just as we each have a different handwriting. Eggs are different when scrambled by different people. Some people have "hands" with horses and some do not. Joe could offer a worm to a trout and make him like it. Whether he kept the bait still or moved it just enough, we shall never know, but the big trout (I mean the relatively big trout in the little brooks) "fell for his line." Perhaps he learned from the small boy, or perhaps from his experience in raising funds for good causes, that some fish, like some humans, do not take chances without viewing the temptation from all angles before indulging, particularly those that, in their past, have been wounded by easy baits, and in consequence have avoided others long enough to become rich in size and flavor, or in wealth. Few men have done as well as he in landing large fish for good causes. Of our day's catch, my share was usually the largest in number, but the "good ones" were usually his. Even my excess in numbers was not evidence of superior skill, but of more assiduity, for I seldom stopped fishing, while J. L. would do so very frequently, and often for most of the day. A sketch book would appear from his pocket, and rod and reel be set aside; or he would stretch out among the ferns and "loaf," as he always called it. All his intimate friends will recognize his use of this term. He accomplished more while "loafing" than most men do by all their work. In those hours of "loafing" he dreamt, not only his great dreams, but the plans of how to make them concrete. It took many hours of this day dreaming to set in motion, even after conceiving them, a civic league, a city playground, or an improved immigration law. Notwithstanding the long list of such ideas of his that became the spirits of lasting organizations, there must have been many more which were in his brain and yet never came to fruition. It is remarkable that from the many, he had the patience to stay with certain practical ones until they became realities, instead of being sidetracked by fascinating new ones. Often I wondered how this gentle fisherman, lying among the ferns, could have the driving power he possessed over other men and women. Eventually I concluded that he was the most charming "leaner" ever created. Executive ability is not always an example of energy; in his case it was the reverse. He had an uncanny power of selecting people who would like to do the things he wanted done, and then he would lean on them in the most helpless way. They would love to do whatever it was, for his sake, but he had divined beforehand that they would do the things because they loved to do them. In the matter of fishing he leaned heavily on me. I would remind him of the date when the law would be off; go to City Hall and get his fishing license; look him up a few days before the date to make sure he could find his fishing tackle; appear for him in my car on the appointed day; make sure he put in the car rod, reel, flies, hooks, rubber coat, boots, etc.; plan the lunch and, in fact, act as a professional guide. In turn he would pretend that I knew all about fish, and ask my advice about each part of his tackle; what flies to use on such a day, although he really knew just as much as I did, and would probably return with the biggest trout. All this because he knew that one of my greatest pleasures was to take him fishing, and that I would leave no stone unturned to have my way. He never would have selected me to help him raise money or to influence a politician who could do something for the school committee, but he managed to find other people whose tastes made them serve him willingly, almost lovingly, in even these ways. People who were overburdened with wealth knew that his philanthropic schemes would be practical, sound and well planned, and gladly did their part, enjoying the pleasure it gave him. As with a big trout, he gave them time to consider the bait from all angles, but I don't believe they ever regretted being popped into his basket.

Though an habitual worm fisherman, after reading Sir Edward Grey's fascinating book on dry-fly fishing, J. L. was so intrigued that he had to change all his fishing habits, and learn the new art. Day after day he would try his flies, while I saved our reputation at home with a few trout caught, meanwhile, with worms. His patience was remarkable and he would stay at one pool, if he knew there were trout there, and try one fly after another. Though he never succeeded in mastering the new art, he did, at length, arrive at a point where he could occasionally catch a fish and his joy over these was

a pleasure to witness. He usually took the open parts of the brook while I dangled my worms in the bushy parts. One day in particular stands out in my memory. There is a certain brook some twenty miles from Boston, which is an ideal trout stream, where there is a stretch of a hundred yards ending at a bridge, in which the conditions for fly casting are perfect. The water is from knee to hip in depth, it is from five to ten feet wide; the banks are masses of floating brook lime or water forget-me-nots, which, in late June, are a beautiful blue. Moreover, there are always trout there, although highly educated ones, for the place is well known and daily fished by some, and often by many, anglers. It is just the place for the dry-fly artist.

I left J. L. at this stretch of water and went upstream in the bushy part above, telling him that I would meet him at the bridge below. At the end of the afternoon I stopped my car at the bridge, and saw J. L. approaching in midstream, between the banks of forget-me-nots, with only a few inches of rubber boot above the water line. He was radiant. He had taken three "good ones" on his dry flies. "Why!" said he, "it is just what fishing must be like in the Elysian Fields." So, that part of the stream has had its name for us ever since. I wish the whole stream could be preserved forever as a public playground for anglers, before it becomes the prey of civilization. The natural conditions of the terrain through which it flows, from its head in a number of clear springs, through a sphagnum bog, now unused, would make this plan an entirely practical and inexpensive one. At present, these natural conditions are unspoiled, and still at the service of the public. It would be a fitting tribute to J. L. to make a public playground of this natural trout stream. Perhaps some of those who are obliged to give away, and who enjoyed being dependent on his advice as to when and where to give, may now take the same enjoyment in pleasing themselves by doing something which they feel may please him. I wish my memory of him, as he waded happily there in the glory of the forget-me-nots, could be fixed as a statue in a permanent June.

As a rule, our fishing was a matter of a day at a time, but on several occasions I inveigled him into long trips. In 1922, I took a vagabond trailer trip to Florida, and J. L. joined me at St. Augustine. From there we went across country, fishing in out-of-the-way lakes and streams, carrying a portable boat, and camping along the way, like tramps. He had always enjoyed camping and for years, with his old friends, George Morison, Richards Bradley, Arthur Lyman and Harry Cabot, had made an annual canoe trip down the Connecticut River. I have no doubt that they, too, made all the preparations, and did so gladly.

In Florida we sometimes slept in the trailer and sometimes on the ground. Occasionally, we would fish during the day, eat our supper and then move on until it was dark, and perhaps, if the spirit moved us and the night was fine, after dark, until a suitable camping place appeared. We enjoyed our little adventures, and seldom, as at home, caught many fish. One of our most useful utensils was a long-handled spade such as is used for digging holes. This implement was required, because, as we avoided highways, we were continually getting stuck in either sand or mud and had to dig out. The car was a 1909 Franklin, at that time twelve years old; an open one with a folding top. The little red thing drew a large trailer with a black top the shape of a butcher's wagon. The out-of-date machine, with the black object following it, presented a very odd appearance and attracted much attention when we passed through towns, which was one of our good reasons for seeking the by-ways. Sometimes there were no real roads at all, merely wagon tracks in the sand. As the whole contraption was of no value, we daily expected to leave it as junk by the wayside, and therefore, boldly went ahead in any kind of tracks and did not worry. One day, in the sandy interior, we remembered as "the day of flood, fire, and disgrace." We traveled through scrub palmetto, and along confused wagon tracks, and occasionally across streams without bridges, wondering whether the water would get in our carburetor, as it sometimes in fact, did. Mishaps did not worry J. L. He seemed to enjoy them like a boy, although he was then approaching sixty. He appeared to have no fear of men, beasts, or snakes in the wild places.

On that day, we had hardly started when we came to a gully through which ran a rather deep stream. As wagon tracks showed that the

ford was passable, we decided to try it, though we dreaded immersion of the carburetor and doubted our engine's ability to climb the opposite bank. We charged down, splashed through the stream and barely, but triumphantly, made the grade and sped on with uncanny power for several hundred yards before we realized that our unusual speed was due to the fact that the trailer was still in midstream. Not long after we had rescued it, we found ourselves almost surrounded by a sort of prairie fire in the scrub palmetto, and found we could not retreat. By pursuing a zig-zag course through burned and smouldering places, occasionally stopping to pick our way on foot and using our faithful shovel to beat out the flames, we slowly advanced. Once as the shovel was about to descend on a flaming bush, I saw, under the bush, a coiled rattlesnake and checked the descent of my implement and instead picked the snake up on the shovel and carried it over to show to J. L. To my astonishment it made no effort to escape, but remained coiled on the shovel with its head raised as if about to strike, but without moving in any way. It was like a stuffed snake in a museum. There was no time for autopsy or biologic study of the specimen, but we always regretted that our shovel was so badly needed as an extinguisher that we had to hurriedly throw the snake away. I don't know now whether it was alive and cataleptic, dead and in rigor mortis, or had been stuffed and thrown away where it could interest live snakes. It remained coiled with head erect even when tossed on the ground! Our best theory was that it had been striking at the flames when it was overwhelmed by the heat, and had stiffened in that attitude. I know it was somewhat charred. Perhaps someone who reads this article may be able to tell me whether this is the usual condition of rattlesnakes which meet death in burning prairies.

We were pretty well tired out when we at last beat our way through the burning area and what with being stuck again and again in the sand, it was well after dark when we came to a human habitation, a small town, which had gone to bed. We stopped on the outskirts and, quite unrecognizable from soot and sand, at once rolled up in our blankets beside the trailer, only to wake in the early morning and find that we had slept in the gutter beside the road, near the railroad station of a little village. So J. L. did once sleep in the gutter and enjoy it. I think that this was as near disgrace as he ever came, unless is was on an occasion when a game warden found him fishing without a license on Jamaica Pond. He seemed quite alarmed, although he had a license at home. At length, the game warden took our words for this when backed by Mr. —— whe presides at the wharf, and explained who the culprit was. J. L.'s first reaction was probably a flash of thought which suggested publicity and the effect this would have on each of the many organizations in which he was an important officer. Humor soon replaced alarm.

I doubt if two fishermen ever caught so few fish in proportion to days spent in fishing. Much of our time was consumed in talking about what we were going to do and other things. To hear J. L. discuss something was always entertaining. The discussion might start on some trivial matter such as the habit of stunning angle worms before using them and whether they suffered more than the fish which were caught. It would then drift in some more abstract direction as on habit formation, the state of unconsciousness, or as to whether a baby suffered when it was crying with all its might. Whatever the subject, the talk usually sooner or later led to his expounding Plato's views on something else. At some time in his life, he must have deeply studied philosophy and eventually arrived at the state of equanimity in which he lived. As his surgeon I have seen him bear serenely, not only great physical pain, but real grief—not mere sorrow. I never saw him lose his temper, unless one could consider its equivalent the manifestation of a deep indignation shown at instances of cruelty, stupidity, selfishness or neglect. As a rule he took human nature as he found it, and even managed to derive amusement from the mental foibles of others. On our Florida trip we engaged a cabin motor boat in which to fish on the west coast. The skipper, who was a carpenter and not a real sailor, proved very uncongenial to J. L. who was himself a much better sailor. The man was surly, rude and a very poor cook. Joe always alluded to him as "the misanthrope," and kept us entertained by his carefully whispered comments on what was done or expected to be done by this individual, with whom we were

obliged to live for our trip of ten days. A condition which might have been almost unendurable was turned into a pleasant and memorable one; he saw that it was hopeless to scold such a person, and he would hurt no one's feelings, at any time.

In discussing the cause of "the misanthrope's" chronic grouch, it seemed to my medical mind that it probably had an organic origin in duodenal ulcer, but J. L. held that it was almost certainly due to his lack of opportunity to play during his childhood and, therefore, the poor man should be excused. The community was to blame, not the individual. It must be admitted that, though superficially this theory seemed only one of his frequent conversational whimsies, it really was broader and deeper than the medical one. In fact, his book on "Play" should have its place in our Medical Schools. He has shown the importance of recreation in normal development, and has studied and analyzed play as Darwin did species. I do not feel presumptuous in asking the thoughtful reader to compare "Play in Education" with "The Origin of Species," for he will be more entertained, and nearly as much informed, by the former.

It was often hard to tell whether Joe's whimsical sayings and doings were serious or not; for instance, he liked to be logical, and to practice in small matters what he preached. He had great respect for the law of conservation of energy and had reasoned it out that most people lose energy in heat, instead of conserving it to be used in pleasurable mental or physical effort. Logically, this led him to a habit of frequently adding or subtracting his various garments according to the temperature; not that he could not endure cold when necessary for his pleasure, (he loved skating, and kept at it even in his sixties), but purely because he held it unreasonable to waste heat. As he preferred intellectual pleasures, he seldom took exercise for its own sake, and never over exercised. Consequently, he never became robust and muscular, but remained slim and limber even after he was seventy, and could glide through the woods or a swamp like a snake, or squat, crumbled up like an Indian, beside a pool to fish. His patience often reminded me of that of a heron waiting for his prey to swim within reach. Whether or not as a result of his theory, he seemed always to have a reserve of energy and after a lethargic day would become an alert and entertaining presiding officer for some important gathering.

My wife had joined us in Tampa, and we gave up our vagabond life with the trailer and averaged up our expenses by living at the good hotels and enjoying Florida as spendthrifts. On the east coast we fished along the reefs in the motor craft of a very different skipper, at whose skill we marvelled, while he managed his boat in the surf, which lashed over the reefs where many kinds of fish really did bite with avidity. This was a new experience to us and we were almost ashamed to bring home each day a load of fish which we could not eat. It was here J. L. caught the largest fish of his life, though not a notable one for a Florida fisherman. We were trolling over the reefs in a rather nasty surf, which tested the skill of our boatman, when a forty pound amberjack took J. L.'s bait. The boat rolled so much that it was almost impossible to stand and play a fish, and, if one held the rail the fish could not be reeled in. Joe fought until he was exhausted but could not get the creature near enough to the boat to be gaffed, in spite of my clinging to the rail with one arm and helping him keep his feet with the other. Thoroughly worn out, he at length turned the rod over to the boatman whose short sea legs could maintain a balance. Even he could barely accomplish the feat, while keeping an eye on his boat as it pounded about amongst the reefs, with a free tiller. My job was to gaff the fish when it ranged alongside. This was not easy, but I succeeded in sinking the gaff in the fish's side, although, since my body was more than half over the gunwale, I could not possibly pull him aboard, even though Joe had a firm hold on the seat of my pants. The situation was made worse by a fit of girlish giggling on the part of all three of us, as well as by the real danger from the reefs, which occasionally showed their ugly barnacled crests almost under the boat. In this attitude we remained until the boatman could again leave the tiller long enough to drag both of us with the flopping monster into the cockpit. On reaching home we hung the amberjack as a trophy on the hotel wharf.

As we were finishing dinner that night one of the waiters came to J. L. saying that there

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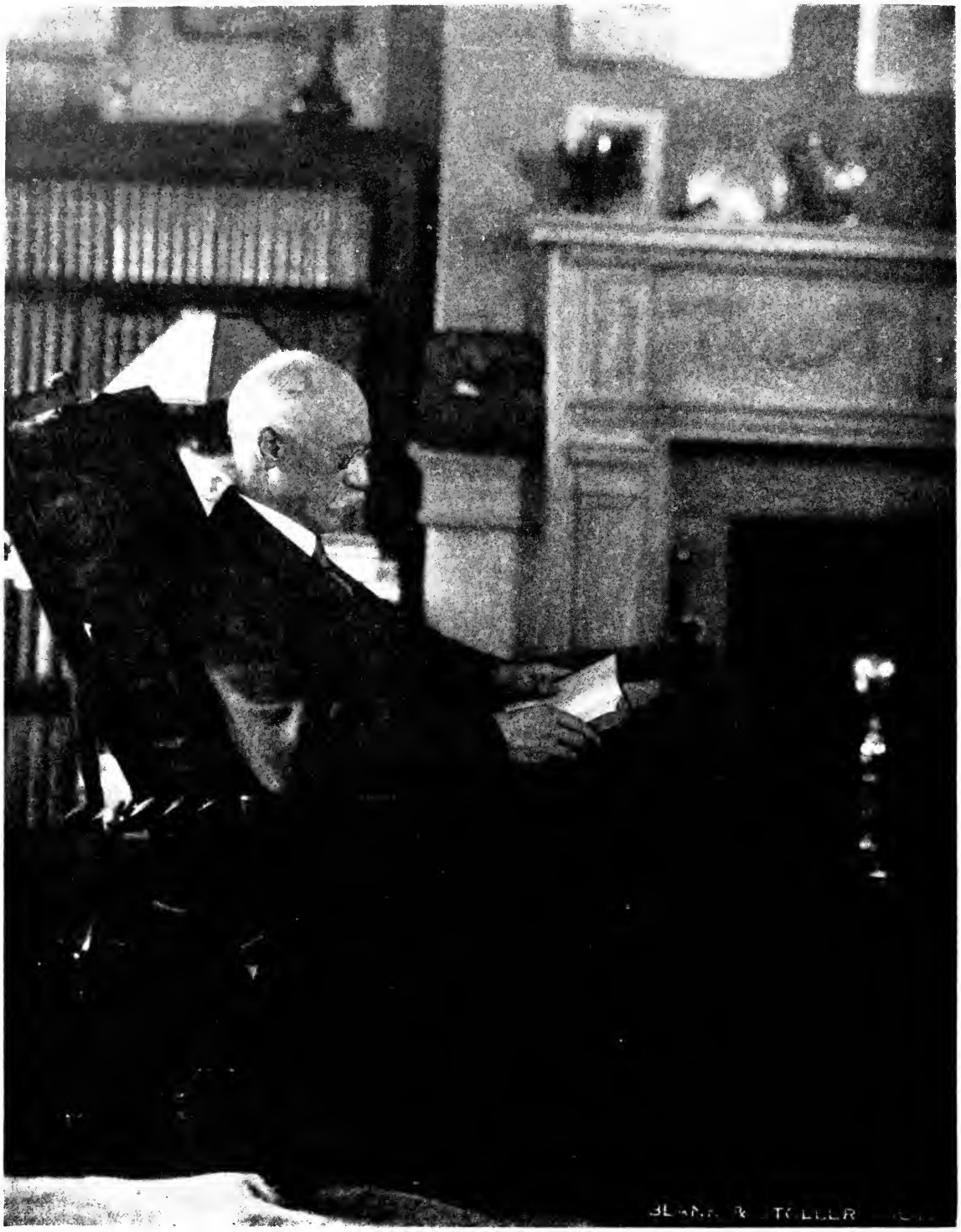

Prophet in Education

By HENRY W. HOLMES, LL. D.
Dean, Graduate School of Education
Harvard University

TO call Joseph Lee an original genius would be to miss an immensely important point about him. Nobody could know him, to be sure, without knowing that he was original; nobody could read what he wrote without recognizing that he observed and thought and expressed himself first-hand and in his own way. There was nothing second-hand about him, nothing that was a mere reflection of other people's ideas. He was as little stereotyped as anybody could be. He believed in originality, too, and wanted to cultivate it and make room for it. He once said to me—as I suppose he often said to others—that he believed education could get more out of one wild-eyed rebel than it could from a regiment of conformists. Yet he believed in system, too, and in organized effort, and in the need of regular and persistent work and of cooperation, leadership and discipline. He had far too philosophic a mind, his grasp of fact was far too comprehensive and clear, to allow him to rest content with his own flashes of insight or those of others. He had the amateur spirit, but he was never a dilettante: he knew that no stroke of genius, however brilliant, would have large consequences unless it could be followed up, implemented, worked over into other minds, shared, spread, elaborated and kept going. It was this other side of his nature, this patience with system and organization, and willingness to support it, that would be left out in any account of Joseph Lee that emphasized only his originality, or indeed in any account that dealt exclusively with his views on play.

It would be equally misleading to make too much of his individuality or his individualism. Or course, he was a striking person, just as a person; not queer, but full of differences. And he admired differentness: he used to talk about liking apple trees because they were unexpected and informal. He liked people that had roughnesses and irregularities in their appearance, manners and ways of doing things. But he had a thoroughly social mind and he was a thoroughly social person; and if this should seem to be an inconsistency or contradiction, I am sure it may properly be regarded as a conflict fully resolved in the personality and thinking of Joseph Lee. For he did really want everybody to be himself, to live his own life, to get all the flavor out of it, all its thrill and humor and glory; yet he was no atomist, never a defender of irresponsibility, nor an exponent or admirer of unheeding vitality. He valued human togetherness as much as he did human differences. Much as he admired William James, he was philosophically more nearly a disciple of Josiah Royce; which is as much as to say that he responded eagerly to the emphasis of James on the plurality, variety and unpredictable "givenness" of things but sensed underneath this saltiness of experience a unity which pragmatism and pluralism miss or disregard. I gather this conclusion partly from a chance remark of his to the effect that James was after all "an Irishman in philosophy," but chiefly from conversations I had with him about Froebel and the kindergarten. He saw something permanently valuable in Froebel's attempt to use symbols and the gathering of kindergarten youngsters in a circle as a means of making children emotionally receptive to the unity of the world, not alone as a social fact or a social goal but also as a universal fact and a final pattern for all life. I believe he understood and exemplified in his own living the ancient philosophical and religious idea of variety in unity, a conception which is at once mystical and practical, permitting any amount of emphasis on individuality, and delight in it, without denying the bond of oneness in the ultimate nature of things or the community of human existence.

If Joseph Lee had not believed in organized social effort, he would never have supported the Harvard Graduate School of Education. The university training of teachers and school officers is no vagabond undertaking, nor a one-man game. Those who knew Mr. Lee as a writer on play and as President of the National Recreation Association may be surprised to

learn that he was deeply interested in training superintendents of schools at Harvard University; but his close associates in the recreation movement — and any attentive reader of his writings—will recognize that all his interests were far-reaching. His support of professional training in education at Harvard was connected with his work in immigration, in family welfare, on the School Committee of Boston, on the Harvard Board of Overseers, and in the playground movement. It was all of a piece. He saw things in relation and acted on a wide front.

His method of helping the Harvard School was characteristic. He quietly gave the school men and then he left them strictly alone. For five years he paid my own salary, through the University, and he was kindness itself to me and mine; but he never made the slightest attempt to influence my thinking. Later he paid the salary, also for five years of Professor George E. Johnson; and I am sure he would have said that he could not possibly teach Johnson anything but had learned many important lessons from him. I do not mean that Mr. Lee would have given men to the school in any field or for any purpose. Although he once said to me that the superintendent of schools might become in New England (if he knew enough and had the right quality) the spiritual successor of the Puritan minister as leader of the community, he never offered to give the school a professor of educational administration. Johnson was a teacher of play and recreation and I began as a teacher of the history of education, emphasizing the theories of Froebel. Thus we both represented interests dear to the Lees. Nevertheless Mr. Lee did for us what he always did: he helped us without the least attempt to dominate or dictate.

It was Mrs. Lee's interest in the kindergarten that led Mr. Lee to study and believe in the philosophy of Froebel. By nature and by her own training Margaret Cabot Lee was a living example of the serenity and the sympathy which are—or were—the keynotes in the character of the good kindergartner. She was at once self-contained and infinitely kindly. Perhaps Mr. Lee might not have acquired any great faith in Froebel's ideas if he had not found them exemplified in his wife; but he had an unprejudiced grasp of them, simply as ideas. Indeed, he developed them, especially in his treatment of play as a way of life at all ages. It is not his thinking about play, however, that I ought to emphasize, for that part of his work is well known to readers of *Recreation;* although I ought to record the fact that he was himself for one year Lecturer on Play at Harvard. It is more to the point to make it clear that he recognized the importance of the social aspect of Froebel's theory and that he carried into his own work and thought the hope and faith that education might serve as a means toward human brotherhood.

I suppose it is inevitable that all of us who are professionally absorbed in educational work should get shortsighted about it. For twenty-two years Joseph Lee was a member of the Overseers' Committee for the Harvard Graduate School of Education, and I cannot suppose that the things we talked about in the meetings of that Committee always seemed to him important. But never, so far as I can remember, did he evidence any lack of interest or tell us that we were bogging down into the routines of our job. On the contrary, he often discussed matters of detail in such a way as to bring out their significance. I remember that we were concerned at one time—as we still are — about questions relating to the size of schools. We planned researches to discover the optimum number of pupils in an elementary school building. Mr. Lee lifted that question at once to the level of a more philosophic inquiry: he had been reading a sociological study and a book on physics and he remarked that in every phase of life the size of the unit is of basic importance. He was thus constantly concerned with large questions of ends and means and with the best methods of finding the truth. All this was in no sense unrelated to his continued interest in play; but if one knew of him only that he wanted the life of young and old to be made free and joyous through recreation and through art, it might not be clear that he made the philosophic connection between play in the life of the individual and the enduring values of the life of mankind.

I believe Mr. Lee suggested G. E. Johnson for appointment at Harvard because he too had a philosophic view of play. "Jim" Johnson was one of the most lovable men I ever knew; and he had a quiet profundity of mind that made him the most valuable of academic colleagues

and advisers. He was a Dartmouth graduate, and played on the Dartmouth baseball team; his graduate work in education was done under G. Stanley Hall at Clark. He had long experience in school work, including administrative experience in playground work, before coming to Harvard, and he brought with him ripened views on the problems and issues in his field. His death in 1931 cut off a career which might have carried forward, at least in one center of training, the work of applying some of the major insights of Joseph Lee. One article of Johnson's, called "Teaching Children to Fight" contains the best application I ever saw of the distinction between righteous indignation in its proper individual expression and the cold horrors of war.

Looking back on the life and work of Joseph Lee, and thinking especially of his generosity to the School of Education at Harvard—which I have made no attempt in these paragraphs to recount in full—what impresses me is the genuinely prophetic character of his mind. He was interested in the present detail of living; he enjoyed the here and now and the unrelated zest of the moment: but he also believed that lives add up and he wanted them to add up to better things and to converge on larger ends. He was interested in final values as well as in fullness of immediate experience. In my own view of education—especially of the professional training of teachers—interest in final values is of great importance. Unless we have some clarity of mind about what it is all for, we are bound to become cynics or routineers. To the end of his life Joseph Lee kept alive the prophetic sense: he never ceased to think about what education is for.

Joseph Lee and the Boston School Committee

By DAVID D. SCANNELL, M. D., Boston, Massachusetts

IT was my privilege to serve on the Boston School Committee for three or four years with one of the most delightful and cooperative colleagues imaginable. We all have envisaged a public service surrounded by members whose motives and ideals could never be questioned, men and women who looked only to the good of the cause and fought vigorously, and courageously when attempts were made to do it damage. Such a man was Joseph Lee, affectionately called "Joe" by every one who knew him. He was an Idealist if ever there was one, and as applied to the School System of Boston, that Idealism was embodied in just one thought "the good of the children." He never failed in that. Proper housing for pupils, proper numbers of pupils to teachers, healthy recreational opportunities, extended use of schoolhouses for not only pupils but also adults, adequate medical supervision, cooperative nursing schemes—all these were dear to his heart and energy. He vigorously upheld the merit system in the selection of teachers, and was a bulwark of strength and support to our long and successive list of able school superintendents. He was one of the most reasonable men I ever knew. Differences of opinion were respected and evaluated, and if he felt that one's point of view had the greater measure of right, he cheerfully gave over without a suggestion of disappointment. Anger was absolutely foreign to him. We have had many men in Boston who have been referred to at one time or another as "Boston's First Citizen." Many have deservedly given that title to Joe Lee, a generous, self-sacrificing, whole-souled, lovable man whose idealism and purity of motive were never questioned even by those who work in the field of what is called "Practical Politics."

From Jacob Riis in 1902

QUITE some years ago, when I had written "How the Other Half Lives," I received a letter postmarked "Brookline, Mass.," and signed "Joseph Lee," asking some purely academic question about sweating. Now, sweating is a nuisance at all times, not to be borne, and with an academic discussion of it I never had any patience. A club seems to me to fit it better. And I remember thinking, "Who now is this fellow come to bother me?" and feeling rather ungracious about it. I hope Mr. Lee has forgotten it. First impressions are but poor stuff. I suppose it depends on the man who receives them. The years that have passed have shown me and all of us Mr. Lee as he really is: the practical, common-sense champion of the boy and of his rights, in school and home and in the playground,—particularly in the playground, where the boy grows into the man. To him it has been given to grasp the full meaning of Froebel's warning that through his play the boy gets his first grip on moral relations. That at last we are beginning to heed the warning is due, here in our country, largely to the clear reasoning and lucid statement of Joseph Lee. Nothing could be less academic, in its accepted meaning, than the campaign he has urged for "the Men of To-morrow."

Hence he comes in his own right to tell us of "constructive and preventive philanthropy" at the close of the century that is past, and that he should have such a story to tell is by long odds the best testimonial to the century. At the head of it all he puts the preservation of the home, which, he says, is part and parcel of the fight for good government. Yes! and the biggest part of it; for unless we can preserve it,—say, rather, restore it in our cities,—we shall not long enjoy the government or the freedom for which we would all so gladly die—and sometimes, illogically, find it so hard to live. Had not Mr. Lee's book ended with the century, he would have been able to point to the certain signs that we are winning the fight for the people's homes. It was worth living just to be in that fight.

And then the play! "The boy without a playground," says he, "is father to the man without a job, and the boy with a bad playground is apt to be father to a man with a job that had better have been left undone." If he had written nothing else, he would have earned a place among the real sages of the day, of whom there are not too many. No one has understood boy-nature better, and, after all, boy-nature is just the beginning of man-nature. It isn't for his badness the boy admires the tough, but for the real heroic stuff that is in him, for his courage, his resourcefulness, his daring. "Give these qualities their legitimate means of expression in hard organized play," and burglary "will be abandoned as an inferior form of sport."

Mulberry Bend was "materially worse" than the rest of the neighborhood,—than any other place I ever saw or heard of. It was a pigsty, only the pigs were men. Therefore the men became pigs in that foul spot. I do not remember Bromley's map, but if it had only two alleys in the Bend, it must have been woefully bad. I knew a dozen, yes, two dozen. And if there are hundreds of such alleys in Boston, that town is not fit to be on any map. But there are none such. Neither is there the least mystery about why murder ceased in the Bend when the pigsties were torn down: the sunlight came in, that was all, and grass and flowers and birds, and with them peace. Where the slum rules unchallenged, everybody feels more or less like sticking his neighbor when he as much as makes a face at him. And I do not know but the feeling is natural: life is not worth living in such a place.

But that was not what I started to say; just this, that Mr. Lee has written a good and useful book, though not half as good and useful as he is himself; and he has shown the faith that is in him by

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This introduction by Jacob Riis to "Constructive and Preventive Philanthropy" is used by permission of the Macmillan Company, publishers.

With the Class of 1883 at Harvard

By GEORGE D. BURRAGE
Secretary, Class of 1883
Harvard University

AS Secretary of the Harvard Class of 1883 I have been asked to write about Joseph Lee as a member of that Class. I do this gladly, the more so because it gives an opportunity to quote some of Lee's own words spoken to, or written for, the Class.

In college, Lee was a member of numerous clubs and societies but, while he doubtless enjoyed his membership in these, I think they never were, as with some, of transcendent importance in his college life.

He was interested in athletics. He played football on our Freshman team, taking part in five matches. In our Sophomore year he rowed on our Class crew and at our Fiftieth Anniversary of graduation he was number three in the eight which made a gallant appearance on the Charles River, rowing, despite its years, in much of its old time form. In our Junior and Senior years he entered the middleweight sparring contests which took place in the old Hemenway Gymnasium. In the former year he won, in the latter he was beaten, but only by the late William H. Page of New York, an unusually good boxer.

His record in scholarship, while not outstanding, was good. He was especially interested in Political Economy (as Economics was then called), History and Philosophy. He graduated fifty-seventh in a class of two hundred and five.

He was always a loyal member of our Class, and, of late years especially, was a pretty regular attendant at our dinners and gatherings. He was always ready to respond when called upon to speak to us and he usually was called upon, for the Class took great pride in its distinguished classmate.

Joseph Lee in 1883

At a Class dinner in 1908, celebrating the Twenty-fifth Anniversary of our graduation, Lee spoke on "Paternalism." The Massachusetts Legislature sits annually. There had been, as there still is, a strong feeling in favor of biennial sessions only. The following are extracts from Lee's speech:

"My talk is in favor of paternalism. I suppose I am the only man here who is on that side. The current talk is all against public action of every sort, and especially against legislation. Newspapers and public speakers are always saying that it would be better if our legislators met less often, and had shorter sessions, and if they didn't do anything when they do meet. I believe that this talk is all rot, that the truth is exactly the opposite, that progress is to be sought not in suppressing the means by which the public purpose is announced, but on the contrary, by making such expression more adequate. People say that legislation is ineffective, that a law is of no use until it has public opinion back of it, and that when you have public opinion the law is unnecessary. The same may be said of an axe. If you lean it up in the corner of the wood shed it will not accomplish much except to accumulate rust. But all the same a man can cut down more trees in an afternoon with an axe than he can chew down with his teeth. . . . .Another thing that is always said against legislation is that it puts an end to competition. You might as well say that the Marquis of Queensbury Rules interfere with competition.

Courtesy Keystone

At the fiftieth reunion of the class of 1883 of Harvard, the class crew sprinted up the Charles River and down again, as many relatives and friends along the river bank cheered enthusiastically. Joseph Lee is to be seen in position three.

When I turn back to an earlier page of my experience I almost wish that they had, but the fact is certainly the other way.

"The talk against annual elections of the legislature, and still more that against annual sessions, is a pernicious part of the campaign against paternalism. A legislative hiatus every other year is a check on every movement. . . . You can't carry on crusades on that principle. You might as well try to make love biennially. Biennial sessions won't hurt the grafter at all. He will always be there. He does not depend on a continuous campaign. But you will kill off your popular movements for the expression of the moral purpose of the community."

For a Class report issued in 1933 on the Fiftieth Anniversary of graduation Lee responded to the Secretary's request for an account of his activities since 1913, the year of the last previous Class report. Fortunately Lee did not confine himself to the period, 1913-1933, but covered a wider field. He wrote:

"My obsession since 1913 has been, as always, with social work—dealing with who gets born and what happens to him afterwards, generally known as selection and education.

"In selection I have done little but help to finance Prescott Hall and Robert deCourcy Ward—and more recently R. M. Bradley and Ward's son, Henry deCourcy Ward—in their very effective work in securing laws that have cut down the annual European influx of about 500,000 by about two-thirds. In these years of depression such immigration, owing to administrative action, is now a minus quantity. When their efforts to cut down the present quota laws have become successful and similar laws applying to Mexico and to Latin America generally have been secured and the birth rate of the chocolate races has been put in low, which it is now beginning to approach, the '83 and generally American brand of citizen may last for quite a while.

"In education I put in nine years (1908-17) on the Boston School Committee, where I helped to get the backward, forward, stammering, truculous and otherwise peculiar individuals out in special classes where they could get the treatment they required and not bother the teachers and everybody else. In administrative matters I was ineffective, partly because I aimed at good administration instead of being contented with the attainable mediocrity. But I was bad at it anyway.

"My main educational work, however, has been for playgrounds, meaning such forests, oceans, mountains, brooks and other libraries —not omitting back yards, roofs, and vacant lots and playgrounds proper—together with the facilities, obstructions, hazards, sunsets, human inspiration and suggestion appurtenant thereto, as may provide the fullest opportunity for boys and girls to grow up as human beings according to the curriculum that nature has marked out.

"For nature knows a thing or two upon this subject, not so much as we do, of course, but quite a lot. She has learned by trial and error, and many of us are errors, I confess, but she has been a long time at it, and her course of study is based upon results. It is the required course in education. Without our various additions to it our children would not grow up as we should like; without her ground work they will not grow up at all.

"The teaching of nature we call play, but it is not easy and it is not secondary; its chief courses are in exploration and experiment, in creation, art and music, in love and nurture, in war and hunting and in team play. It sows the arts of war and peace, and aims at those ends that men will die for and in pursuit of which all human genius is expressed.

"Recreation is not alone for children but for the aged also, because the aged know enough to learn. Consider how docile we all are now compared with freshman year.

"The playground movement began in the late nineties and has spread all over this country and to many others. My contribution has been in putting two leaders on a Boston playground, in the years from 1900 to 1906, and working out the various stunts and games, in writing a book and many shorter things, in getting various laws passed in Massachusetts permitting or requiring certain play provisions, and in starting Community Service of Boston which, guided by the genius of Mrs. Eva White and managed first by her and then by W. Duncan Russell, Jr., has by close cooperation with the Park Department, raised the number of boys and younger children carrying on games and athletics on the city playgrounds to 16,200 last year, from about one-tenth of that number. It

has also for nine years conducted the annual Fourth of July Pageant at the Frog Pond on the Common—afternoon and evening performances, music and, in the evening, colored lights. The papers say the audiences are 35,000, and they must be nearly that. It has put on Nativity plays at the Public Library in Christmas week, the first being an eleventh-century play of Canterbury. Last year it got the Park Department to send a Christmas play on a truck to different sections of the city, where it was met by local choruses who sang the music. It has helped many organizations including, one year, fifty-seven churches in their dramatic work.

"It runs an international music festival on Washington's Birthday at Symphony Hall—mostly choruses, including Armenians and many other nationalities.

"I have also acted as president, or figure head, of the National Recreation Association founded by Luther H. Gulick and Henry S. Curtis in 1906, and developed almost wholly by Howard S. Braucher, its executive head.

"The Association has led and guided the playground movement practically from the start, sending this year its field secretaries to 684 cities, and giving help and advice to 5,714 communities through its correspondence and consultation service. Its community drama service handled 7,059 requests for advice and material on amateur drama problems and gave 45 cities personal help in planning community drama programs and in training amateur drama leaders.

"Most of the countries of Europe, Asia and South America have asked and got its advice —as to how to run a mining camp in Uruguay or organize a baseball league in Siam. (These are about authentic, certainly characteristic, according to my memory.)

"The Association did the recreation work outside the camps in this country for the army and navy during the war and is still doing the same work for forts and training stations. It is also working by request for the United States Departments of Education and Agriculture and for similar departments in some thirty-five of the states.

"In 1897 I organized the Massachusetts Civic League with the purpose of getting the people who wanted better laws to work together and consecutively for them. They have done so, and about a hundred such laws are on the statute book, of which thirty-two were passed in 1931. They have also choked off some fifty others. The work of the Civic League has been done by E. T. Hartman, Mrs. Wenona O. Pinkham and Miss Katharine Lyford. I have done very little of it for the last fifteen years.

"Almost everything I have accomplished has been through legislation. Now everybody knows that laws are bad—all laws, any laws, especially those suggested by reformers. All laws interfere with liberty and what we all need is to be let alone.

"A pathetic case, illustrative of this well-known axiom, is a law that the Civic League got passed this present year. It provided that anybody who led a child astray—sex pervert, opium seller, or the like—would not only get, as already provided, what was coming to him, but would thereafter be watched and would have a sentence suspended over him, calculated to put him out of circulation if ever caught doing such a thing again. The liberty of certain of our citizens has thus been severely and unsympathetically curtailed. The thirty-two laws passed in 1931 have had a similar disheartening effect. One Civic League law has even robbed the cradle by providing an additional institution where the class of feeble-minded women who drifted in and out of almshouses, contributing a child a year to the general supply of misery, could be taken care of. Thus all laws conflict with liberty and all are therefore bad. Yet if my classmates were to study every law that I have fought for, and if the General Court of Massachusetts were to be filled exclusively from 83, I do not think that one of them would be repealed."

"My memory of Joseph Lee goes back to college days. Though he came from a socially prominent family and though it was known that he had considerable wealth, Joseph Lee was simple in his tastes, gave little thought to clothes and was very democratic. One of my earliest memories is seeing a tall blond youth in the boxing ring. He seemed awkward and did not appear to know much about boxing, but he would duck his head and wade into his opponent. Joseph Lee did not seem to know what defeat was. He came out as champion in his class. We thought of Joseph Lee somewhat as an eccentric, but the work he has done showed how great a man he was." —From a Classmate.

Joseph Lee

By JOHN F. MOORS
President
Family Welfare Society of Boston

EVERYONE in our country knows how limited is the conversational radius of two old Boston families,—the Lowells and the Cabots. Little, however, is heard outside the immediate neighborhood of the Hub of another very quiet, old Boston family which has been since Colonial days serving the community. Generation after generation, many men of the Jackson famliy have become eminent physicians, and recently one of them led in making the helpful discovery of how to cure pernicious anemia. The Associated Charities, now the Family Welfare Society of Boston, is preeminently a Jackson institution. The first president, Robert Treat Paine, was a Jackson; the second president, Dr. Charles P. Putnam, was a Jackson; and two women, Miss Marian Jackson and her cousin, Miss Frances Morse, bore the burden for years of making the Society succeed. Another Jackson, perhaps better known to the world, was Henry Lee, senior partner of the great firm of Lee, Higginson and Company, and rated by those who knew him the first citizen of Boston. Following Mr. Lee as senior partner of the firm and also as first citizen of Boston was yet another Jackson, Henry Lee Higginson, best known as the founder and for many years the supporter of the Boston Symphony Orchestra. Succeeding Mr. Higginson, both as head of the firm and as first citizen, was James Jackson Storrow, to whom the City is indebted for its beautiful Charles River Esplanade and for most useful service in the conduct of the public schools of the City. Better known still throughout the country was the revered Oliver Wendell Holmes, long Associate Justice of the United States Supreme Court, who was also a Jackson.

Joseph Lee, son of Henry Lee, was on his mother's side a Cabot of the Cabots; but the strain dominant throughout his life was the Jackson strain. He loved a quiet life and public service. Admired in his youth by all the other boys, and not less profoundly by the girls who knew him, the door of every fashionable club and house was wide open to him; but he seemed hardly to know that they existed. His father owned a fine house on an exclusive promontory on the fashionable North Shore of Massachusetts Bay; the son bought for himself on the other side of the bay a little house known as "The Collar Box," planted on a small beach with other houses as close to it as was physically possible. He pointed out shrewdly that, if a child is to be happy in his play, he must be where other children are; for, the child who comes from a distance of over a quarter of a mile remains a stranger.

The training of a child's mind through play was to him a real drama. Very early he made a plea before the Massachusetts legislature for a Children's Bureau which would separate delinquent children from vicious adults, and give the former a fair chance for healthy development. In this effort he did not succeed, but he pointed the way to what became afterwards the Boston Juvenile Court over which his brother-in-law, Judge Frederick P. Cabot, presided long and successfully. Very early, too, turning his back on the fashionable part of the City, he secured the right to equip a vacant lot in a congested section. Thither he went day after day to watch the children at play, and was so deeply impressed by the plight of the little ones, who were forever being brushed aside by the big ones, that the rights of the little ones were thereafter protected, and as we all know, his work for children led to his becoming known as the "Father of the Playground Movement."

Lee's house was not only a home but a workshop. There, every day, he went to work with as much zest as others showed for gainful occupations. The more he did the more there was to do, for the problems of this world can never be fully solved.

Americans know little about his quarter of a century and more of labor in behalf of restricted immigration. In fact, many of his best friends did not sympathize with this labor; but he was a prophet in foreseeing that immigration at the rate of a million a year would develop just such a conflict between classes and

masses as this country now faces. And he foresaw that the rich would grow richer and the poor poorer unless both the quantity of immigration should be restricted and the quality improved.

The world outside Boston probably knows little about his many years of work in behalf of improving the public schools of Boston. He was the principal contributor to the Boston Public School Association which for many years elected excellent members of the School Committee. For twelve of these years he was himself a member of that Committee, where he served with singular devotion, and always kept in mind the play side in the life of children, making it a point that every public school should have a playground either beside it or on its roof.

He created, and for years was the main support of, the Massachusetts Civic League which sought to bring about wise and to prevent unwise legislation.

He was a devoted friend of the Associated Charities of Boston, and was, in fact, the largest contributor to the Society; while his wife, Margaret Lee, was the backbone of the organization.

Two bits of biography have long since been forgotten, if ever known outside a small circle. Early in his manhood, an enterprising real estate syndicate had bought the pews in Park Street Church (known as "Brimstone Corner" because of the doctrines long preached there); and, having bought the pews, the syndicate contended that it owned the property which was perhaps the most valuable real estate in the City. The steeple seemed to young Lee singularly beautiful, and, as it was visible to everybody approaching it across Boston Common, it was a landmark which should not be destroyed. He undertook to buy out the syndicate. "It will cramp my style," said he, "for the rest of my life, but I see no other way of keeping that steeple for the citizens of Boston." Fortunately the court subsequently held that the purchase of pews in a church which had been spared taxes did not give legal ownership of a church, and Lee's style was thereafter far from cramped. The other bit of biography was this: President Coolidge's patience with Mexico was at one time so nearly exhausted that he threatened to intervene with fire and sword. A group was hastily organized to prevent such intervention. This group waited on Senator Butler, who had been Coolidge's campaign manager, and apparently impressed him with the advisability of trying a more humane method. The group then organized with Senator Norris as Honorary President and with various other senators showing marked sympathy. Lee was one of two men who paid all the expenses of this organization. Whether it was a case of *post hoc* or *propter hoc* can never be known, but, shortly afterwards, Coolidge appointed Dwight Morrow ambassador to Mexico; and thus was begun the "Good Neighbor" spirit with all Latin America which is now one of the bright spots in a dark world.

The contrast between Joseph Lee and his father was marked. The father was not only the first citizen of a great city, but he was perhaps the best dressed man there. The son took no more interest in fine raiment than he did in fine houses and fashionable society. In fact, for formal occasions, he owned only one-half a cutaway coat, the other half being owned by a classmate who lived at a distance of several miles. Practically never entering a club, no one liked better to join his cronies at luncheon in a hotel which supplied such liberal portions of food that these cronies were economizing by ordering fewer portions than there were people to eat them, and, rich as he was, he would invite himself to become a member of what he called the "*Grub Bund* and *Tip Verein.*" He was so little on his dignity and thought so little about himself that when a year before his death, his friends and admirers met to do him honor, he stood patiently at the door of the banquet hall till someone spied him and took him to the seat of honor. Then he remarked to a neighbor, as if in surprise, "They are trying to make me out something of a personage!" In his Massachusetts Civic League work he was strongly opposed to biennial sessions of the legislature on the ground that, between sessions, legislators would lose interest. "You cannot," he argued, "make biennial love to a girl!" Someone said to him in his youth, "Joe, why don't you buy a steam yacht and spend your money on things which will give you a good time?" "A good time!" he exclaimed in reply, "nothing would interest me less. But the problems of this world and the solution of those problems seem to me to have unending interest." When, at last, he did invest in a tumbled down little boat, h

went to a business man acquainted with the stern and rock-bound coast on which the "Collar Box" was situated, and asked whether it would be safe to leave the boat at anchor or would it be better to invest in a mooring stone. He pointed out that the mooring stone would cost $6.75. "Joe," replied the business man, "I have known that coast for years, and I advise the mooring stone." When Lee had gone, another rich man, who had been present, asked, "Is your friend a bit nigh?" The business man replied, "Perhaps on what he spends on himself, but yesterday I sent, for his account, on his order, $25,000 to Harvard College."

When it came to sport, he who so scorned a steam yacht, bought while still in college, a pair of secondhand skates; and those skates served him for more than a half a century of skating on one river after another in eastern Massachusetts. He knew the rivers and their strange and dangerous behaviour and how the ice would be strong in one patch and weak in another. He knew the beauty of the scenery, and he was overjoyed in the fun of rolling through it, first one foot, then on the other, till the time came for luncheon. Then, finding, if possible, a sunny bank, he would pull out of his pocket a hunk of raw beef, done up in a piece of newspaper, cook the beef over a bonfire and lead the discussion about everything on earth. Finally, at the end of the day, he would come to the climax of the trip,—a baking hot railroad car, suffocating to his companions but blissful to him.

Few rich men have ever given less attention to their invested funds than he gave; but he had a shrewd sense of the fundamentals. Nearly half a century ago, he and a classmate spent a June together in the Adirondacks, he fishing and the classmate waiting for him to catch a fish. Every night they would bet as to which that day would be the higher at its maximum—the thermometer or Atchison Railroad stock, in which many rich Bostonians had invested, both thermometer and stock then going daily, nearly, if not quite, to 90. In the winter they continued the bets, substituting the minimum of each, when both thermometer and stock had fallen close to zero. With a keen sense of human nature he remarked about the stock as an investment: "I think our friends would rather lose their money with everybody else in Atchison than save it in some investment which nobody else has made."

He delighted in many kinds of beauty: his nerves were set on edge by the opposite. A fine landscape or picture or personality or the high art in Eva Le Gallienne's acting was to him a joy forever. But an unctuous preacher or a room stuffed with needless furniture gave him acute pain. He drew entertaining contrasts between what he called long distance and short distance speakers, the long distance, unless he could divest himself of his platform manner, being in private life only a pompous bore; the short distance, unless he could divest himself of his conversational manner, being sadly ineffective on the platform. Fascinated by the extraordinary difference in pace of these two kinds of speakers, he pointed out that, in addressing sixty people the proper pace was only half as fast as that in ordinary conversation and in addressing six hundred people only a quarter as fast. But the very thought of using any of the little tricks of oratory would have made his tongue cleave to the roof of his mouth. It would have been physically impossible for him to "point with pride" or "view with alarm" or be reminded of a story.

By virtue of his intelligence and his public spirit he was a national leader. But such was his respect for independence in others, he was never a commander. The people with whom he most sympathized were the laborers in the vineyard, working, day after day, for the least of their brethren, yet, usually with none to praise and very few to love, though those few might love deeply.

He was an artist in epigrams and in exquisite little verses to be hung, with May baskets, on the door-knobs of the houses, where lived young female cousins. Possibly, people who did not know his life-long tenderness will get an inkling of it from the following tribute paid a beloved cousin who died not long ago, Henry B. Cabot:

"If therefore thine eye be single, thy whole body shall be full of life? He was our pattern of integrity—that singleness of spirit that is the condition and the source of life. To him, as to all the company of the single-minded, the way was very simple—to form your code, as it is given you to understand the law, and to live up to it. His open mind to truth made knowledge welcome. Wisdom knew his rectitude and came and dwelt with him."

Notes About Joseph Lee

It was no accident that Joseph Lee's first book was "Constructive and Preventive Philanthropy." His very nature was such that he wanted to invest his time and thought where his energies would help to build aright, to prevent, rather than merely to cure ills already brought about by lack of forethought.

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At a long Board meeting Joseph Lee scribbled on a piece of paper: "I can sit longer, but I cannot think longer."

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Joseph Lee was ready to stand for principles which he considered important even when he felt such principles would never be recognized in his lifetime. He did not hesitate to fight for what he knew to be losing causes if he was sure they were important. He would never talk about inner integrity, that was something to be taken for granted, but that was what mattered.

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Joseph Lee always was troubled that he had not written more. The only recognition for which he cared deeply was for his writings. A friend reminded him that Jesus who thought in terms of abundant life wrote nothing at all in words, but left a very deep impress on all whose life He touched and that His message still lived on.

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Joseph Lee would have very much resented anyone's calling him a saint. He was a saint—though sometimes a profane one—though never profane except where there was cause. He would have been skeptical of the man who is under no circumstances profane—even inside.

One could not agree that "anger was foreign to Mr. Lee." He did not think highly of men who never could get angry, for he felt that such men never cared deeply and Mr. Lee cared for many things with "all his strength and all his soul and all his mind." Joseph Lee once wrote of Mrs. Francis Cabot: "Underneath one knew there was the power of wholesome wrath."

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Few people had as keen an insight as Joseph Lee into the motives of other people.

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Joseph Lee cared deeply for standards, for making any program—whatever its nature—the best possible. So often he mentioned "The Constant Nymph" and the insight this book showed into the desire to do one's very best, to strive for perfection.

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Mr. Lee thought much on the activities which have power to make men forget all else and lose themselves completely, forgetting the passing of time. He seemed satisfied that sailing in a stiff breeze, playing the violin, football at certain ages had this power.

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Joseph Lee discouraged all recognition of himself. It is good to remember, however, a birthday luncheon as a tribute from the National Recreation Association Board of Directors, the dinner given him in Boston by the Massachusetts Civic League, the Sprinter, a piece of sculpture by R. Tait McKenzie, given to him at the Grand Rapids Recreation Congress, the War Department Distinguished Service Medal, the LL.D. degree from Harvard.

Joseph Lee and the National Recreation Association

FEW persons have realized how varied were the contributions of Joseph Lee to the national recreation movement. Everyone recognized Joseph Lee's vision, his insight into the inner philosophy, into the fundamental principles of living, but this was only one part of his activity in the movement.

Joseph Lee cared profoundly for seeing actual results. He wanted to see satisfactory living for all people, wealthy as well as poor. There was no distinction as to age, or race, or religious faith. All were human beings and all were equally entitled to an opportunity to build happiness for themselves. Because of his philosophy of life he did not want to do too much for people. He wanted to give individuals an opportunity to do for themselves.

Joseph Lee was exceedingly practical in what he attempted to do in the recreation movement. Perhaps it was because he had a philosophy, because he had fundamental principles, because he had thought things through, that he was so essentially practical. He constantly emphasized the necessity in each community of finding one person of ability who really cared, one person who would work in season and out of season to build the recreation movement. "It is better to have one person who really cares and who will carry through to the end than to try to have ten people who have only a feeble interest."

Again, he recognized the necessity of concentration. He did not believe in attempting many projects and leaving them all half finished. He would say, "It is better to lift one trunk clear up to the platform than to lift ten trunks each half way up and then set them down again. There is not much use in lifting the trunk unless you are going to get it up to the platform."

Because Joseph Lee was first and foremost an educator, believing in growth through education, he believed that the way to help in getting things done was to start with those who cared most, to expose such individuals to the full facts and then to go on to those who cared less but yet a great deal, rather than beginning with individuals who were entirely cold to the project. He would say, "If you have a dish of ice cream before you and keep eating the soft, you will find that there is no hard."

Mr. Lee liked men and women who had, as he expressed it, "an instinct for the jugular vein." After all, there is always a key spot to attack and why waste valuable human energy on what is not essential. He was not much interested in certain surveys which seemed to him much like "counting the bricks" in various buildings. After you have counted the bricks in a few walls, there is not very much more to be gained from counting bricks. Why not get at something more important? Joseph Lee did have a very practical side to him which often he rather carefully hid or disguised so that it was never fully recognized.

Perhaps it was because Joseph Lee was so thoroughly practical that he was ready so frequently to give his time to the disagreeable task of raising money. First he gave generously himself; then he went to those closest to him, to his friends, to his relatives and to others with whom he had influence, and tried to secure from them the money necessary to keep the national recreation movement going. He had invested his own time in working on a single playground in Boston. He had seen for himself just what was accomplished, the successes and the difficulties. He knew what he was talking about when he went to his friends and asked them to help with funds toward a wider effort for the National Recreation Association.

There were times when for a week at a stretch he gave all the strength he had to seeing individuals to ask them for gifts. He never found the task of raising money for the Association an easy one. Frequently he said, "I care most for the national recreation movement but it is easier to raise money for other institutions for

which I care less." The things which count most are often intangible and hard to explain to others in a few words.

During the thirty-one years of the life of the National Recreation Association, first known as the Playground Association of America, then as the Playground and Recreation Association of America, and later as the National Recreation Association, Mr. Lee himself gave more than $360,000 to the work, and for most of the thirty-one years he himself was raising money and getting others to help him raise money for the Association. Joseph Lee's leadership had much to do with the fact that year after year the members of the Board of Directors of the Association who knew most about the work contributed together or secured contributions amounting to from 34% to 43% of the entire budget for the various years.

Joseph Lee's part in shaping the policies of the Association during the years from 1910 to 1937 was very great. Until about the last two years of his life, when his strength was failing, he never missed a meeting of the Board. A meeting had for some five weeks been scheduled for a definite date and a few days before this time Mrs. Margaret Cabot Lee had died and the funeral was held on the day preceding the Board meeting. Yet Mr. Lee came down on the sleeper from Boston to New York to be present at the Board meeting and to preside and carry on with his responsibility as leader in the national movement and no person present at the meeting except the secretary knew until after the meeting and Mr. Lee had left that his wife had died. Mr. Lee never tried in any way to shirk any responsibility because he found it difficult or disagreeable. In preparation for Board meetings he was willing from time to time to take several hours to go into complicated questions, to think through all the details involved so that he could be perfectly clear as to what he considered the course to be followed. And he spoke out with authority because he had taken time to think all around many of the important questions brought up.

As a speaker Joseph Lee made a very considerable contribution to the movement throughout the country. Not only his addresses at the annual Recreation Congress gatherings and many addresses before the National Conference of Social Work, but also his addresses at cities such as Holyoke, Mass., Detroit, Mich., Baltimore, Md., and many other cities, were long remembered and were referred to by individuals fifteen years later as having influenced them in what they were doing in behalf of more abundant living for all. The mere fact that the national recreation movement had a president who was ready to give as much time as was needed to the philosophy of the movement, to the formulation of policies, to the choice of personnel, to the practical questions of administration, gave men and women everywhere throughout the country a confidence that they could not otherwise have had. In all the public addresses as well as in the individual interviews and in the Board meetings and in the committee meetings, one of the significant contributions of Joseph Lee was his humor, his capacity for some practical illustration which would light up the problem and help those present to see it in its true and inner aspect.

Joseph Lee's humor helped him to see the recreation movement in relation to other movements, to recognize that various movements were part of one large problem of human life. He often spoke of the social movements as being like a piece of sod with all of the roots intertwined so that whatever cause you take up, you are brought to all the others before you are through. Several times he spoke of the importance of the play and recreation movement because it seemed to him that it was such an easy and natural place to take hold, to get a start, to really bring about some of the social changes that are necessary. Why begin with perhaps a very hard and very difficult campaign when one can just as easily take hold of the more simple recreation problem which leads out into all others?

All that Joseph Lee did came out of his deep and abiding interest in democracy, not merely democracy in electing political representatives, but democracy with reference to control of one's own life and with reference to all of the things that one cares most for. Year after year as he tramped in the woods or by the ocean, he talked about the questions that relate to democracy. He did not believe in handouts. He did not believe in carpentering men's lives. He did not believe in tying flowers to the plant. He wanted to see strong root systems built up for each individual life, for each community, for the nation as a

whole. He wanted to see sun and rain and all the natural forces given a chance to do their part in building life up from the roots rather than tying things on at the extremities. He was an individualist and wanted to see each individual part of the community strong. He had patience to be willing to wait for the educational processes to bring about the changes that are needed, and yet because he had such patience he believed it was essential to work hard, to share one's own thinking so as to help others to see all that oneself had seen as to vision and possibilities.

One reason that Joseph Lee cared so much for the play and recreation movement, the abundant life movement, was because it seemed to him that after all the chief end of democracy was to help give individuals and communities the kind of surroundings which enabled them to be most truly themselves, and he felt it was most important that individuals should have a chance through their own powers and their own efforts to work out what was most fundamental to successful living.

He believed in local government, in providing playgrounds, baseball fields, swimming pools, recreation centers through local government. What Joseph Lee helped to do through government for worthwhile living for the people strengthened all local government in America.

One of the truly great characteristics of Joseph Lee was his openness of mind. In the year 1934 at the Recreation Congress at Washington, D. C., Joseph Lee lunched with a man who in fifteen minutes presented briefly a point of view which was diametrically opposed to a certain position which Joseph Lee had held strongly for not less than thirty years. He listened intently, almost without interruption, and at the end he said, "You have entirely convinced me that I have been wrong all my life in the point of view I have held. What you have said is so clear and so simple that I cannot see why I failed to see it for myself. It is perfectly clear that I have been wrong all these years." It is only a man of greatness of spirit and true intellectual power who can right-about-face on fundamental questions where he has held a certain point of view for more than a generation.

Many things in Joseph Lee's life were too deep for words. There were certain things which it was exceedingly difficult to mention. One could not, for example, live and work with Joseph Lee and not be conscious of the depth of his religious feeling even though he never talked to you about religion. One could not but feel his reverence, his feeling for unity, his passion for progress.

Joseph Lee lived very simply in his own life —a very small but sunny little office; very few luxuries for himself; breakfast at Child's Restaurant; a horror of spending money unnecessarily; of wasting postage stamps; the natural man's love of old hats and old overcoats and the simple things he is used to; and yet a readiness to draw his check almost immediately for exceedingly large amounts when he felt that the cause warranted it. Simple as were his own wants, yet he was able to think in terms of very large gifts and very large undertakings for his fellow men. In all that he did, he kept the heart of a little child, yet with the wisdom and largeness of experience that comes only from having been ready to live dangerously, to accept adventure, not to run away from life in any of its forms.

From Associates on the Board of Directors

His name was often and affectionately shortened to "Joe Lee," which so pronounced had in it the suggestion of joy in living. He was the incarnation of the philosophy of play in its many definitions. He was known as "the father of the play movement in America." An officer of the Playground and Recreation Association of America from its organization, beginning more than thirty years ago, he had for most of the time served as its president. In that period the movement spread to more than a thousand cities and to it he gave without reserve.

No paid official could have given himself with greater zeal to public service. He was de

voted especially to children, to making this a happier earth for them and to helping them to become more joyous beings in their own persons.

His gospel was expressed in these words:

"In education there is a time for everything. If that age has passed, the opportunity for that acquirement is lost. The play leader must know these ages and the requirements appropriate for each. He must know the philosophy of play, the handing over of the child to the great constituting instincts of humanity—team play, competition, creation, love. Above all, he must understand the need of 'let alone,' the need of revery and solitude."

To him play was for children growth, the gaining of life, and for the adults the renewal of life.

Two saints known as Felicitas and Perpetua had as their first full day on earth the day in the calendar that became also his birthday. They must have been the patron saints of him who gave felicity to so many children and youth throughout America and bequeathed an influence that will be perpetual. — JOHN H. FINLEY, LL.D.

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What a personage Joseph Lee was and what a fine and far-reaching influence he had. I remember so well even now Joseph Lee's scintillating address at a conference in Boston years ago. — ROBERT GARRETT.

As an unusual group of officials of the National Recreation Association sat about the council table, the one to whom the world is indebted for happier living, sat modestly and quietly at its head. Of whom it could be said—

"Nothing so strong as gentleness.
Nothing so gentle as real strength."

Unassuming but forceful. One felt the depth of Mr. Lee's character when with him. — MINA M. EDISON HUGHES.

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One of the great privileges of my life was my acquaintance with Mr. Lee who embodied all the qualities that enrich life. I am sure he influenced every one who came in touch with him. What a gift to the world is this! Now one feels more intensely his wonderful spirit which will still lead the recreation movement. — MAY G. LANIER.

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A great philosopher, a great leader, a great lover, sound in theory, wise in action, a doer, a giver, strong, virile, tender and understanding—such were some of the attributes of Joseph Lee.

His work will go on forever, his memory will be always cherished. — GUSTAVUS TOWN KIRBY.

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One recreation worker and his wife have placed $500 in the National Recreation Association Endowment Fund marked "In Memory of Mr. Lee." Several workers have written wishing that there might be a chance to share in such a fund.

One friend of Joseph Lee urges that the graduate professional school for recreation workers be known as the Joseph Lee National Recreation School and that this School be made the memorial to Joseph Lee.
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Joseph Lee—His Contribution to Social Work

By EVA WHITING WHITE

Mrs. White is President of the Women's Education and Industrial Union of Boston and Head Worker, Elizabeth Peabody House. She speaks from many years of association with Mr. Lee in the civic affairs of Boston.

MR. LEE knew how to live. Devoted to his family and friends, he also gave of his best to the furthering of the social and civic needs of his city and country. His personal life was rich in material blessings and in his association with many from different backgrounds. Always he was willing to listen. His sympathy and wisdom never failed those who appealed to him for assistance or advice. One might meet him again and again, yet one was always impressed with the breadth and depth of his knowledge and with the humorous, gentle quality of his mind. His interests were many-sided, sweeping as they did from the needs of little children to problems of statecraft; from bettering opportunities for the individual to scientific questions.

Not only was Mr. Lee a generous contributor to various causes but he personally participated in every effort which he sponsored. Cooperation with him in the objectives which he sought was a privilege. Although a man of vision, he was practical in meeting the ways and means of organization and it was characteristic of him that detail never clouded the ultimate aim.

Mr. Lee made a rare contribution to social work, because, it can be believed, he accepted the essential harmony which should exist in human society and the ethical principles upon which it should be founded.

Years before the present theories of the abundant life centered attention, he wrote "Constructive and Preventive Philanthropy" and none other than Joseph Lee could have written "Play in Education." Further, as one reads the pamphlets that have come from his pen, one understands the rounded philosophy which made him loyal to the purposes of The Family Welfare Society of Boston as well as to the National Recreation Association—to the former in its endeavor to lessen the hardships that bear down upon men, women and children and disturb the peace of family life, and to the latter which aims to bring to birth latent powers in order that citizens may develop to the full their many-sided faculties.

Mr. Lee's thinking went far beyond amelioration. He built for a progressively qualitative society in which the economic basis is, in truth, not an end in itself. To him the cultured man and first citizen was one who knew much about the world as it is but was also concerned with a better world.

This better world dominated his thought. He was among the first to battle for the elimination of the slums, to endeavor to prevent delinquency and crime, to stop chicanery in politics. He understood fully the effects of the law if well administered and the evils of weak or injudiciously administered law upon general well-being. Therefore, he founded the Massachusetts Civic League which has played a major part in the legal procedure of Massachusetts. He was foremost in the councils of the Good Government Association and Public School Association when they existed in his city. To all of these societies, social work in Boston owes much.

Further, as a member of the School Committee of the City of Boston, he was largely responsible for socializing the educational system. To him is due, in great measure, the credit for the medical inspection of all pupils, for the mid-day lunch, for the opening up of the school buildings as community centers. He stood staunchly for school visiting, for special care for anaemic children, and for all that there is in progressive education in the way of individualized instruction for the extra bright child, as well as the backward, and for adapting instruction to the child, not the child to the instruction.

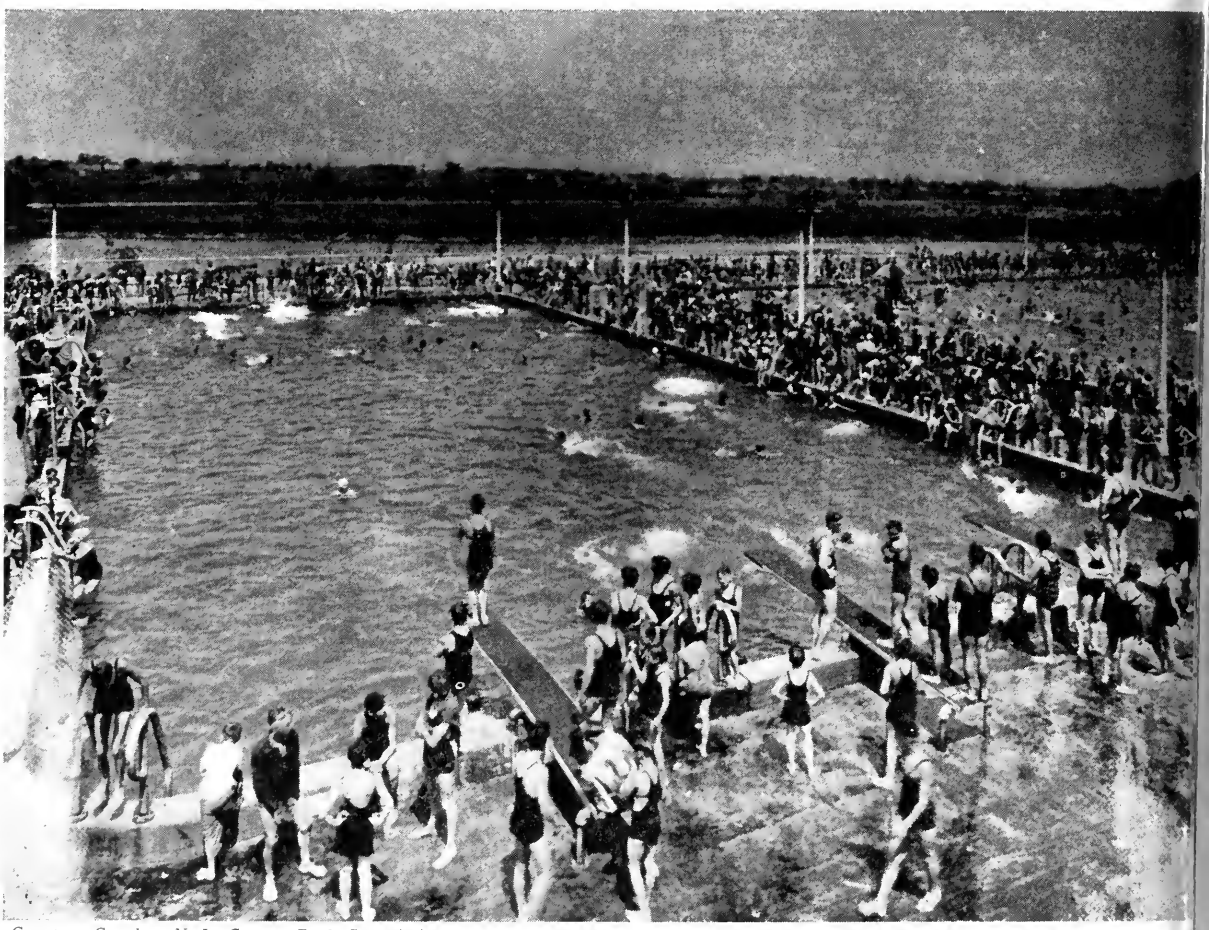
Consistently Mr. Lee always kept that balance which maintains that the environment

has much to do with individual growth or deterioration and the theory that individuals are responsible for their own environment. Therefore, it is not surprising that while trying to raise the standards of surrounding conditions, he should have been active in Community Service of Boston, which gives to citizens the opportunity to cooperatively develop and participate in programs for personal and neighborhood betterment—programs which range from adult education and local improvement societies to classes in handicraft, music, and the drama.

Further, no one could have a greater appreciation of the genius of the races represented by the foreign-born than Mr. Lee. He was an immigration restrictionist, because he believed that the immigration restriction laws were for the benefit of the foreign-born as well as for the country, and for no other reason. Seldom does one meet a person more free from prejudices of all kinds. Born an aristocrat, he was in the full sense of the word a democrat. Wealthy, he understood the struggle of the poor and did all that one man could to lessen their burdens.

Finally, the playground movement, which Mr. Lee did so much to bring to its present recognition, extended the scope of social effort to include all those values which leisure can give to the individual and to society. The subtlety of his mind was shown in his insistence that the recreation movement be not interpreted as combating this or that but that it stand on its merits as developing physical fitness, giving an opportunity for spontaneous association, and bringing with it joy and the appreciation of beauty.

Mr. Lee's influence in his own community and throughout the country will be cumulative



Courtesy Camden, N. J., County Park Commission

Swimming Mr. Lee felt to be one of the best of sports

About Community Service of Boston

By CHARLES JACKSON
Treasurer of Community Service
Boston, Massachusetts

IN 1917 Joseph Lee was appointed a member of the Commission on Training Camp Activities of the War Department. At the end of the World War there were left in Boston some soldiers' clubs and some active committees which ran annual balls for soldiers and looked after the disabled men.

When the war was over Mr. Lee's interest lay in promoting leisure time activities for citizens of Boston. With Mrs. Eva Whiting White as the executive he started Community Service which he hoped would be a recreational laboratory. His objective, of which he spoke many times, was to start some form of recreation under the auspices of Community Service, with the hope that, as soon as it was operating successfully, Community Service might turn it over to the people immediately interested to carry it on, leaving the parent organization free to pioneer in some other direction.

Music and drama for all the people received a great impetus under the leadership of Mr. Lee and Mrs. White. Some beautiful Christmas pageants were presented at the Boston Public Library, and for a number of years, on the Fourth of July, Boston Common was the scene of some large pageants in which many school children from the settlement houses participated.

"Joseph Lee had in himself a great capacity for enjoyment. He sketched pleasantly; he skated enthusiastically; he wrote amusing verse; he was keenly interested in plays and music. In his talk he was entertaining and whimsical; his opinions were fresh and original and always unselfish. He liked and admired the people with whom he worked."

The following quotation from one of Mrs. White's reports gives some idea of the varied efforts of Community Service during its early years, and of the great number of persons affected.

"At the present time, Community Service endeavors to do three things; first, to get more and more people into active relation with the field of recreation; second, to continuously raise the standard of programs; third, to carry on a series of educational institutes in order that the latest developments may be brought before the workers.

"The range of work varies according to the needs and interests of the community. The number of persons who come to the office, the inquiries, the problems brought to the General Director are many. Since we are not an operating agency but an instructing agency, it will be seen that we are assisting first one group and then another; with the School Centres at one time, then the Women's Clubs, the various churches, public schools and settlements.

"Also, first we have done local organizing; then the local groups have been swung into city-wide contacts. We stand alone as an interlinking organization. Twenty thousand girls are represented by our Girls' Activities Committee, and about 50,000 boys by the City-Wide Boys' Work Conference, the Inter-Community basketball leagues, Inter-Community baseball leagues, marble tournament (now run by the Boston Traveler), Knot Hole Gang, the Fourth of July pageant, International Music Festival, aircraft tournament and Better Homes Week.

"Then we have for a time operated certain phases of the recreation program and later withdrawn, as in East Boston. The walks were taken over by certain settlements, and the play street experiment stimulated summer work. The Park Department ran our program of 1927 independently in 1928.

"Our educational program gives us constant contact with and draws to us staff workers."

Besides the activities mentioned, Community Service often acted simply as adviser and helper. The organization would, for example, provide a coach to help churches or other groups

(Continued on page 582)

Joseph Lee, Creative Philanthropist

By EDWARD T. HARTMAN
Massachusetts State Consultant in Planning
Formerly Secretary, Massachusetts Civic League

JOSEPH LEE had such an incisive mind on all social problems and was so universal in his approach that it is impossible, in a short article, to more than give a clue as to his interests, methods, and personality.

Having an inheritance—large, but not enormous, in modern terms—he was able to, and did, devote his entire life—and a very active life it was—to the public good. As far as I know, he never did anything for his own personal benefit. He lived his life as he thought everyone so situated should live his life in a democracy, and one of his greatest contributions to the literature of democracy appeared during or around 1899 in the "New England Magazine."

Because of the failures of the past, Mr. Lee recognized that curative work was needed. He gave support to every constructive method of curing obvious defects, such as illiteracy, illness, and delinquency; and he keenly sought the more obscure defects, such as undetected defects of the eye and other organs of the body which often, without the knowledge of anyone, handicapped the individual. He knew, however, that a sound body was the prime objective, ordinary defects then not so much appearing.

Not mere alleviation, not mere cure, essential and important as they are, but a creative, constructive program which leaves the smallest possible amount of need for alleviation and cure was his objective. He had very little sympathy for those earnest and tearful souls who are so enamoured of the nobility of their work in caring for human rubbish that they ask the Lord to continue to give them more and more of it to do. He was thus a creative philanthropist and one of the very few men worthy of being known as philanthropists.

Some of his income may have been derived through methods of which he did not approve, as is indicated by a quotation given later. He was, however, so devoted to his work as a citizen that his bank account was managed by one man and his investments by another.

When he supported a movement he supported it whole-heartedly and unselfishly. As a trustee of Harvard, he asked President Eliot to establish a special school of education and convinced all that the idea was sound. President Eliot replied that the idea was sound but that they did not have the money. "All right," said Mr. Lee, "I'll give it to you." He then came over to town and saw the man who looked after his bank account and said, "John, I promised President Eliot $25,000. By God, have I got it?"

In his approach to questions he had great power of penetrating a mass of vague statements and coming out with the gist of the thing, accompanied generally by a pretty sound interpretation of the worth of the idea. When at his best, he was epigrammatic, rather than discursive. He didn't want to waste his time or the time of anyone else in explaining anything in needless detail. In an article on "Liberty through Legislation," in 1899, he asserted that if we are going to have anything to enjoy in the future, at least so far as natural objects are concerned, we must conserve what we have, use it sensibly, and pass it on to future generations. In this connection he described the Assabet, a small river in Massachusetts, seriously contaminated by dye works along its banks. Later, in a talk on conservation, he epitomized himself by apostrophizing the Assabet: "The Assabet, the beautiful, blue Assabet—so blue that its cerulean hue rubs off on the grass."

His theory and practice were that both the child and the citizen grows by what he does. He repeatedly asserted that it was what the individual did, and not what was done for him, that caused growth. He believed that the word "philanthropist" was erroneously used except in a very few cases. He held that any citizen who knew the problems of his community, state, or nation and worked earnestly for the solution of those problems became automati-

cally a real philanthropist—a worker for the common good.

After almost 17 years of practically daily contact with Mr. Lee, I think he had a better conception of democracy and of the individual in a democracy than any other man I ever encountered. He held that every citizen should advance by all processes everything in which he had a substantial interest, and that the man who had no such interest wasn't much of a man. He believed that the great and General Court of Massachusetts was a judicial rather than a legislative body, because it rarely initiates legislation but appraises and adopts or rejects legislation proposed by citizens, organizations and public bodies. He believed strongly in the need for and efficiency of legislation, saying that legislation was a tool like an axe. You can cut down more trees with an axe than you can with your teeth. You can accomplish more with sound legislation than you can with no legislation. In spite of this, he had no sympathy or use for needless or meaningless legislation and always energetically fought pernicious legislation.

Convinced as he was of the importance of the energetic activity of all citizens towards constructive ends, not only because of the desirability of the ends themselves but because of the effect on the citizens, he once said—and I quote it because every American should be forced to read it at least once a week—". . . The sovereign people have asserted their intention of hereafter attending to this business of lawmaking for themselves. The trouble is that, having taken upon his own shoulders the direct work of legislating, King Demos has then proceeded to go about his own private business, exercising his sovereign power only on great occasions, and for the rest of the time leaving upon our hands that most dangerous article of furniture, a vacant throne. Our king feels, and justly feels, so strong in his power to take up the reins whenever he chooses to come back, that he has become careless as to who shall hold them in his absence. Private corporations and other persons with interested motives, and the paid lobbyists who represent them, have climbed into the vacant seat; sometimes, even, the throne is occ pied by that most grotesque figure that ev played the ape with the royal insignia, t political boss. . . ."

He then expressed wonder, not so much bad legislation but at the amount of good le islation which was procurable, even through democracy which is notably inefficient. times he was amazed at the number of phy cally, mentally and morally efficient citize coming out of our slums where they grow u under almost every type of handicap.

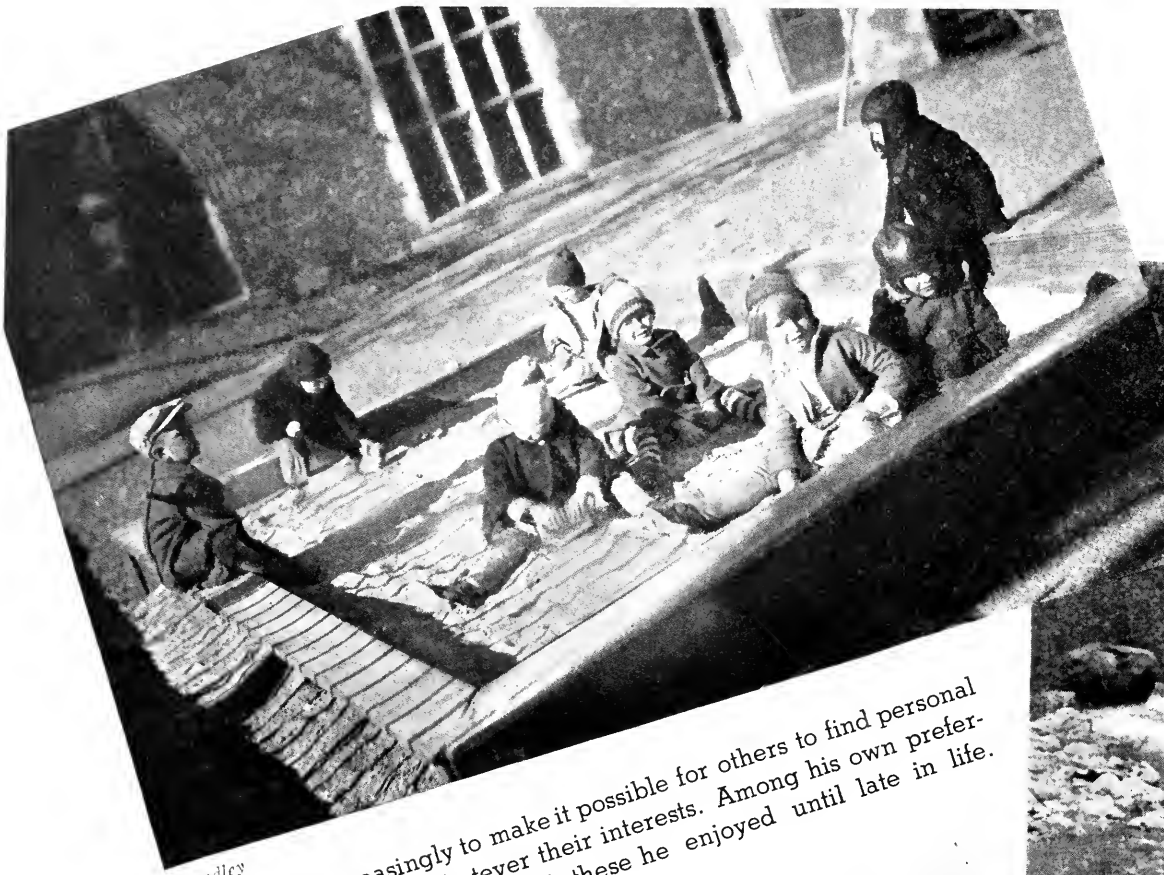
Mr. Lee was never a bluffer and he wou undertake no task where he thought failure w the only possible outcome. Mayor Peters aske him to do a piece of work, and he refuse I was then asked to try to persuade him, a did so. His reply was: "It is useless. If I go and play with the gang, I am hamstrung. If go in and fight the gang, I will be hamstrun Nothing can be done now."

The simplicity of Mr. Lee's habits, whic characterized his whole life, may be illustrate by the following: At a committee meeting h illustrated a point by telling about being out the ice the day previous and using his coc spread by his hands, as a sail to send hi across the ice. He was out all day. One of t committee members asked him what in t world he did for something to eat. He replie "I had a slice of raw beef and some bread my pocket." He was then asked how he cooke it. He replied, "'Over a fire. You'd be su prised what a good sandwich you can mak out of a piece of beef burnt on both sides an frozen in the middle." Statements like that we sure to break up any frigidity that might hav developed in a committee meeting. Numerou examples could be given, illustrating this; an the fine point of it all was that it was alway an unconscious act on the part of Mr. Lee. H simply was being himself.

Mr. Lee, who worked as hard as any man ever knew, lived always on the frontiers social thinking. He is justly recognized as th father of the America playground system. H advanced all new move ments of a constructiv nature and new method

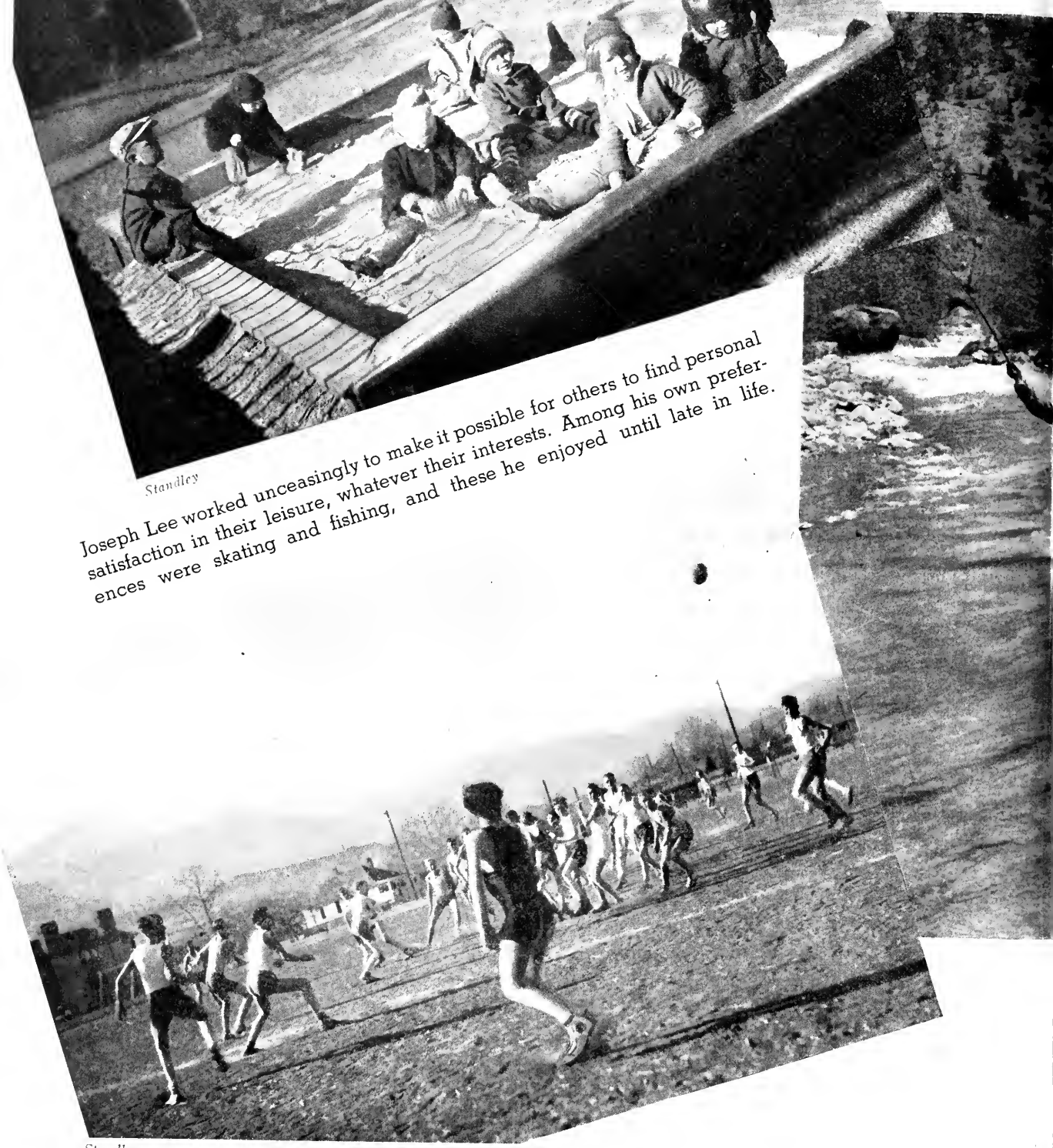
"I had the rare privilege of working with Joseph Lee for many years in the Civic League. He was a great citizen, serving the people nobly and disinterestedly." ***Alice G. Brandeis.***

(Continued on page 583)



Standley

Joseph Lee worked unceasingly to make it possible for others to find personal satisfaction in their leisure, whatever their interests. Among his own preferences were skating and fishing, and these he enjoyed until late in life.



Standley

Courtesy of the International Institute Y. W. C. A., New York City

Canoeing was another outdoor sport which he loved. Dancing was one of his chief delights. "The age to learn to dance," he often said, "is whatever age you happen to be."

Standley

Joseph Lee and the Massachusetts Civic League in Later Years

By JEFFREY R. BRACKETT, Ph. D.

Dr. Brackett, a member of Mr. Lee's class at Harvard University, was formerly Chairman of the Massachusetts State Board of Public Welfare.

LEE's part in the work of the Civic League in his later years can be told briefly. But it is characteristic of him and instructive. The League had started in order to improve a particular situation in the machinery of the state government. The first leaders in the League were volunteers, a notable group doing unpaid citizen service. To that growing group, Lee gave a vision of the need of a continuous service by citizens for better legislation and administration. He was actively concerned, at the same time, in the educational movement for preparing professional workers for social service.

So, as the years went on, and Lee had to divide his time and strength among many interests of value, he did not give much time to the League. He was prompt and painstaking as chairman of an important committee; he was always accessible for advice and encouragement; and he radiated the stimulus of a wise thinker and leader. But he was glad to bring forward other persons as useful citizen workers and as professionals. Lee saw that both types were needed, that the professional could be on the job continuously, that one test of a good professional was the ability to win and use volunteers.

Some of Lee's vision for the Civic League failed of realization. For instance, he wished the "Town Room" at League headquarters, with its books and reports, on many aspects of civic growth, to be a Mecca, a chosen place for study and conferences, for local leaders from all parts of Massachusetts. The fact that the room is not used as much as he had planned does not take away the value of his vision!

During these last years the membership of the League has grown several fold over what it was in its first years. It has accomplished much in definite ways for better legislation and administration in Massachusetts. Its value, perhaps we may say its necessity, is unquestioned by informed and thoughtful citizens. One impressive proof that Lee believed in that value, in that necessity of the League, is his generosity in money support of it during all these years. And now his vision and wisdom are shown by his leaving its support to those who live after him. For such a civic association can be a success only when many citizens rally to its service—and if they really rally to serve they should rise to its support.

THE passing of Joseph Lee from his life of seventy-five years adds an illustrious name to the honor roll of exemplars of American democracy and places his hallmark upon one of the most distinctive epochs of its social life.

Included in his wide background of culture was the knowledge of the economic and social history of old and New England; the overwork or enforced idleness of great numbers of laboring people; the waste of excessive commercial amusements and the wants due to lack of recreational facilities; the overgrown fortunes made possible by the exploitation of child labor, and the regulation of the laissez-faire economy by the body politics.

Upon this knowledge and his own loyalty to humanity, Joseph Lee based his decision, on his admission as attorney to the Massachusetts bar fifty years ago, to give himself to the calling of a "plain social worker," through the devotion of his life, his patrimony and his legal practice to developing the philosophy and statesmanship, the facilities and the management of recreation on a nation-wide basis.—GRAHAM TAYLOR, from The Chicago Daily News, August 7, 1937.

Joseph Lee and The Survey

By EDWARD T. DEVINE

Dr. Devine was formerly Editor of The Survey, Director of the New York School of Philanthropy, Professor of Social Economy, Columbia University, and General Secretary of the Charity Organization Society of the City of New York.

IN those days if there were not giants there were at least men of large mould, and Joseph Lee was of their number. He was a layman whose qualifications were like those of an expert. In the accurate sense of the term he was an authority on play, on the educational value of recreational activities in infancy, childhood, adolescence, and adult life. He had patiently observed and recorded the principles applicable to the several stages of human life. He was a scholar in knowledge and interpretation, a statesman in matters of public policy, a propagandist for what he believed to be sound ideas and measures, a hard fighter and a generous one, a critic of friend and enemy, willing to acknowledge an error, even if it were one of long standing when the evidence clearly established that he had been in error.

My acquaintance with Joseph Lee, while not so intimate as that of his Boston neighbors and his colleagues in the Playground Association and National Recreation Association, was nevertheless of long duration and close enough to warrant this attempt at a discriminating tribute. It did not begin with the creation of the Charities Publication Committee although he became a member of that committee when it was created in 1905, a few months before the consolidation of Charities and the Commons, and after Lend a Hand, Jewish Charity and the Charities Review had already been absorbed in the magazine which is now The Survey. Three years before this Philip W. Ayres, as director of the summer school conducted by the Charity Organization Society, had assembled a remarkable body of students, and instructors to match them. Five of the lecturers were from Boston. The subject of play was treated by Joseph Lee. Paul Kellogg was one of those who listened to him as a member of the school. Without consulting the records Paul Kellogg was willing to "bet a hat" that his first contact with Joseph Lee was at this summer School of Philanthropy where in his year as a student, Robert Woods, Mrs. Glendower Evans and Joseph Lee had certainly brought to the school the salt and savor of New England. From that fifth session of the summer school in 1902 dates not only the long and fruitful association of The Survey with one of its most stimulating and irrepressible critics and one of its most loyal friends in New England, but also Paul Kellogg's own connection with the magazine of which he succeeded me as editor. I am speaking for both of us in this statement of the impressions which we gained in our conferences with Joseph Lee when he came to see us and when we went together to see him in Boston. We found that when he took a minority position, as about Community Chests or birth control or the restriction of immigration—in the minority sometimes only among social workers—this did not in the least imply sulking in his tent. He could differ and still cooperate and he liked to have others do the same.

The Survey found Joseph Lee generous in his financial support; but he was even more helpful in his suggestions, his remonstrances and his general advice. He wrote articles, letters for publication over his signature, and others not for publication. His social philosophy embraced a sturdy individualism, a belief in education, a preference for local initiative and responsibility over distant bureaucratic planning. He held that people should have what they earned rather than what some official body thought they needed. To base income on needs rather than on earnings, might, he conceded, sometimes be good morals, but it was certainly bad psychology. He dreaded the demoralizing effect of doles. In his own field, that of recreation, he was ready enough to encourage municipal, state, and Federal expenditures in appropriate and tested ways, just as he heartily supported public expenditures for education. Probably he would not have held out against guarantee of security in illness, invalidity, and old age or against a gradual recogni-

tion of the obligation to insure in some way an opportunity to earn a livelihood; but along this line he saw dangers. He would have insisted on caution and on abundant evidence of the bankruptcy of the laissez faire principle before consenting to a new deal.

He gave the whole of his long life to public service. He cherished an ideal in which conservation of character, strengthening of self-direction, diversity among individuals, and vo untary association are preferred to authorit coercion, totalitarianism. He was perfectly home in the atmopshere of a New England tow meeting. He was at home also in the broad di cussion of national and international problem In other words this precise moment in the hi tory of these United States is one in which h would have been most useful.

For Joseph Lee's American idealism life was not for the few and the privileged. It was not worth while unless it could be made worth while for all who were willing to play their part.

His country was not a success unless it could bring decent living and fair opportunity to all who had willing hands and active minds.

He carried the instincts of true sportsmanship into life itself with the claim that everyone must have a fair start in the race of life and a fair chance to run it.

But he gave more than good will and money. His unique contribution was a mind that thought through towards the causes that pull men down; that also reached out after the things that could best build them up.

He believed in the conquest of poverty; but not through sentimental palliatives or brainless decrees. He believed that mass poverty could be conquered by reaching down to the roots of things and dealing with basic causes.

His interest was not only in patching together the pieces of broken lives but in preventing the things that do the breaking.

He sought not only to cure life's ills, but to make ordinary life worth living when the ills are cured.

To his mind there appeared to be an unhappy combination of misguided sentiment, racial prejudice and commercial greed that was helping to spread mass poverty from inexhaustible sources in the old world over our new land through unrestricted and inadequately controlled immigration, and with this he contended from the beginning to the end.

Through the Massachusetts Civic League he helped in countless ways to correct and improve the laws of his own state and the methods of their execution.

As a director of education on the school board of Boston he gave some of his best years and the best of his mind in order that public education might be the fitting for life, which is its true purpose.

Life in the impatient vigor of youth was what especially appealed to him. It was he who saw most clearly that this youthful life was being needlessly cramped and driven into unwholesome channels, from lack of the natural and wholesome outlet afforded by the playgrounds which he instituted.

All over the land these playgrounds are giving healthier and better lives to countless numbers. For that alone his country owes him a debt of enduring gratitude.

Whether that debt be remembered or forgotten, his work remains, and he is content, for such was his nature.—RICHARDS M. BRADLEY, Boston, Mass. Reprinted from The Survey by special permission.

Joseph Lee as an Educator Knew Him

By CLARK W. HETHERINGTON, Ped. D.

JOSEPH LEE's characteristics were expressed not only by his social service and long headship of the National Recreation Association but by qualities of intellect and character which freed him from prejudices that enslaved the minds of educators and parents in their relations with children and youth.

The proof is in his book "Play in Education" published in 1915.

He deliberately and avowedly adopted the word play and the study of play as a scientific method in the interpretation of child nature. He identified play with child nature. Arguments by academic scholars about the validity of details in the descriptions of certain age traits of children and the terms used to name them may be dismissed as immaterial in this discussion. The chief significance of that book was not in the data presented but in the attitudes and method in observation and inference in the study of children and of play.

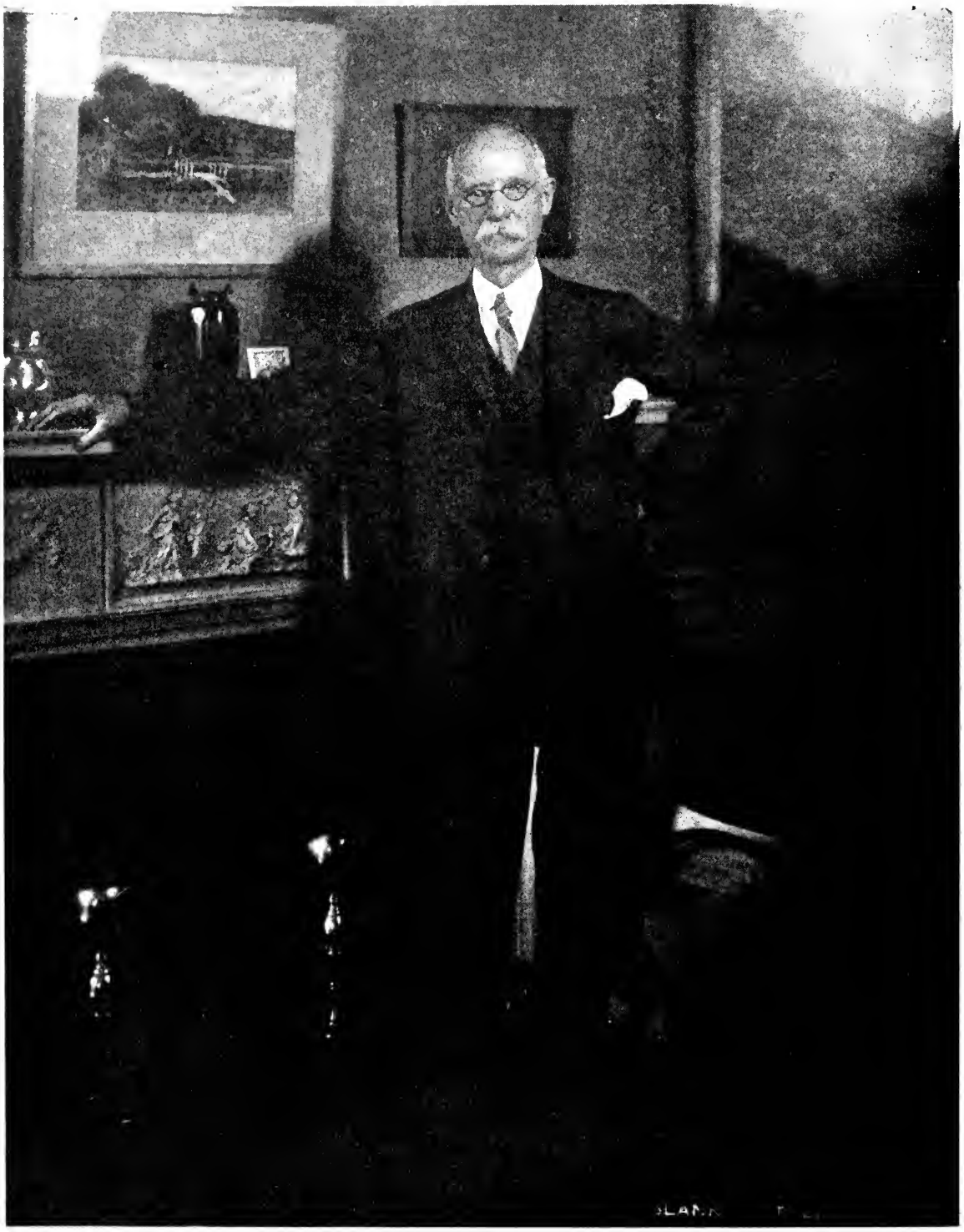
The attitude and the method wrenched Lee loose from the most deep-seated and disastrous social prejudice in the relations of adults with children. Deep in the social mind was fixed the attitude that play was an activity of little worth and if tolerated at all only as a means of "letting off steam." It was identified with "fooling" and in the school a "product of the imps." This attitude towards play, as a survival of the worst aspects of Puritanism, scholasticism and asceticism, was so powerful and subtle in influence in American folk beliefs that sociologists, practical social workers and educators failed to recognize and define it as a problem, trace its social origins and analyze its effects on the lives of young people—hence the neglect of play, the wastage of child life, the ignorance of the source of bad habits, delinquency, crime.

In the early years of the "playground" movement begun by the Association in 1906, leaders in education in angry antagonism to any discussion of play as an educational force insisted eloquently that our need was more "blood and iron" in education, more "real work," more "discipline" in attention to serious duties. Contempt for play was the common attitude of earnest people. Seriousness in social problems was usually correlated with disrespect for play. Only within the last ten years have educators begun to think in terms of a curriculum of activities. Few even yet dare face their contemporaries in scholarship and emphasize the play aspect of each division of that curriculum or interpret child nature in terms of play.

Lee, in his attitude and method of thinking, soared above all these prejudices. He asserted the exact opposite of the traditional beliefs. In thinking about attitudes towards children and play he was a pioneer along with Froebel and George Johnson. He advocated a method of observation and inference which in other fields would be called scientific.

Further he proved the superiority of his intellect and character by his attitude and method. Clear thinking depends on the search for and choice of a word to name a meaning. Lee himself in his introduction referred to his dislike of the word play but insisted there was no other word to explain child nature and he had the courage to choose it.

Again, superiority in thinking is in the ability to see or differentiate a problem as a problem, define it, and by the energy of the creative imagination formulate an hypothesis about it which deductive analysis and reference to facts will prove valid. Lee gave proof of that superiority. He was a pioneer in what is still a poorly developed, but an exceedingly difficult and from the standpoint of child welfare a most profoundly significant phase of science.



As Seen by a Recreation Executive

By ERNST HERMANN
Superintendent of Playgrounds, Newton, Massachussetts

JOSEPH LEE had ideas. He gave Play its finest interpretation, because, in his practical and common-sense way, he taught our country the full meaning of Froebel's philosophy that the plays of children are the germinal leaves of later life and that through his play the child gets his first grip on moral relations.

In "Who's Who" we find him recorded as "Joseph Lee, social worker." What a debt of gratitude America owes to the social worker, particularly of the type of a generation ago which Joseph Lee represented—a man with a wonderful family background, a splendid education in our oldest university, holding many degrees, a man of great wealth, devoting his whole life, all his thoughts and energies and his fortune in the interest of his fellow citizens.

It was my good fortune when I first came to this country in 1893 to meet many such characters and to get in personal touch with several of the outstanding ones. For some time I could not understand these people. In my experience I had never met such people. When I met Joseph Lee I was already considering myself a professional, at least in Health and Physical Education, and, on account of my childhood experiences, I considered myself a professional in Play and Recreation. My first impressions (and first impressions are never dependable) I could not understand. I could not understand how Joseph Lee could talk and move with the authority with which he did. I thought that he was a rank amateur, but it was not long before I recognized the soul of the man, his enthusiasm in giving his all, his keen sense of social and educational values, his perseverance and tenacity, and I soon came to admire and to follow many of his ideas. What probably influenced me greatly was the experience I had in observing him as he personally directed one of the first playgrounds in the early years of this century — the Columbus Avenue Playground in Boston. To me he was, even then, a tall, awkward-looking, untrained leader of activities, but to see his joy and his enthusiasm in getting the boys and girls off the streets and his joy in seeing the playground used and the attendance growing, was an experience I have never forgotten.

His interests in social affairs were many, of course, but his greatest work, to my mind, was done in the interest of children, in the interest of education in general, in juvenile problems, in housing, in sanitation and in municipal affairs generally. Personally, I have always looked upon him, and in my own mind called him "a progressive Puritan," because he applied his old American virtues to the social problems as they appeared with the rapid growth of American cities due to the influx of many foreign races.

Much has been written and more will be written about this leader of our Play Movement in America, and I cannot, in the small space given me, do full justice to a description of the ways in which Joseph Lee has left a better world behind him for American children, particularly for city children and youth. However, there is one lesson which his life has given us recreation executives and others engaged in Play and Recreation. It is easy for us who have had formal education for this work to become professionalized and routined and dogmatic. What I got from Joseph Lee and others associated with him, particularly when he was at his best at our national conventions, was his tremendous enthusiasm. For many years this enthusiasm of his seemed only the spirit of an amateur "riding his hobby," but after a time I became convinced that I could not go far unless I could retain in my own work this enthusiasm which the men with hobbies have in such a pronounced way and which the many social workers have always had. I wish, therefore, to urge all our people engaged professionally in Play and Recreation to remember Joseph

Lee— to emulate him, and never to forget that interest is the great educator and greatest motivator we have. It is our responsibility to stimulate constantly our interest in our work and to retain this interest in it. If we are truly interested, we cannot help but be enthusiastic. Enthusiasm has the buoyancy of youth to which youth naturally responds. Without genuine interest and enthusiasm we are but poor leaders. Children and young people, and adults, too, naturally gravitate towards personalities which radiate interest and enthusiasm of the caliber which Joseph Lee had.

We must remember, too, that when the adult "rides his hobby" he is not far different from children and youth who naturally play hard when they play and whose interest and enthusiasm at the time of indulgence in a hobby is very high, and we must see to it that this indulgence remains true play and re-creation. To my mind it was for this reason that Joseph Lee could never quite subscribe to the attitude of so many of our physical educators when they emphasized the "big-muscle" activities, because the emphasis of physical health was not to him so important as the effect of an activity on mental health, character and social attitudes. There is no doubt in my mind that his criticism, although given constructively, was well deserved, and that physical education is better today than it has ever been because of this. I believe that it even influenced all other education.

I wish that everyone engaged in the administration of physical education and recreation had on his desk Joseph Lee's book "Constructive and Preventive Philanthropy," and also his great work "Play in Education." Since we have become a very sizeable professional group, and since the group leaders in Play and Recreation will continue to grow, let us not forget that we must know more about growth and development of human nature and of child nature. What an amount of reading and study and personal contacts Joseph Lee must have had in his growing years to understand the child as he did!

When he wrote "the boy without a playground is father to the man without a job and the boy with a bad playground is apt to be father to a man with a job that had better be undone," he started the elimination of slums and ugly places in our man-made cities, and let in the sunlight and the grass and flowers. And with that he brought peace and happiness into the lives of millions of American children who were denied the privilege of God's country which his forefathers had enjoyed.

It is for us to bear in mind constantly the ideas and ideals of Joseph Lee and to advance them in our work and in our lives. In this way we shall be helping to build for Joseph Lee a perpetual and living memorial.

Games

Joseph Lee in 1921 suggested that the twelve games which follow be pushed in the cities throughout the country, and asked for comments as to others to be included:

(1) Hop Scotch: Girls especially, 6-11; (2) Hill Dill: Children 6-11 and boys and girls over 14; (3) Three Deep: Everybody from 8 to 50 plus; (4) I Spy: Everybody from 8-25 except boys (alone) over 14; (5) Prisoner's Base: Everybody from 8-25 except boys (alone) over 14; (6) Indoor Ball: Everybody 8-50 plus; (7) Volley Ball: Everybody 8-50 plus; (8) Field Hockey: Boys or girls separately, 8-40 plus; (9) Looby Loo, (10) Farmer in the Dell and (11) Roman Soldiers: Everybody under 8 or over 25; (12) Ring Toss: Everybody.

A Few Impressions

By a Settlement Worker
LILLIE M. PECK
Secretary, National Federation of Settlements

THE settlement movement and the recreation movement were young and grew up together. In Boston the two movements met and merged in the persons of Joseph Lee and Robert Woods. Mr. Lee often described how he and Mr. Woods planned out their public campaigns walking back and forth between Mount Vernon Street and the South End, accompanying each other home, sometimes walking the whole night through.

Mr. Lee's first playground experiment was started in Mr. Wood's South End, and the early playground movement had the enthusiastic support of settlement workers. The Massachusetts Civic League, founded by Mr. Lee, was hailed by Mr. Woods as a way of uniting the aroused citizens of the rural areas and the city districts through local improvement societies into an effective body for social and civic reform.

The efforts of Boston settlement workers for social legislation had the support of Mr. Lee and the Civic League. Only in the campaign for increasing compulsory school attendance from fourteen to sixteen years did Mr. Lee rebel. He disliked keeping children in classrooms when he knew that for some types physical labor was the only form of activity that seemed real to them. But Mr. Lee and Mr. Woods both agreed that increased vocational training must go hand in hand with raising the school age. Mr. Lee and Mr. Woods were associated in War Camp Community Service and the Boston settlements offered the first training courses for workers in army centers in 1918, in cooperation with the Playground and Recreation Association, now the National Recreation Association.

Mr. Lee's "Play in Education" has been widely acclaimed the best book so far written on the influence of play on life. Mr. Lee's peculiar contribution to the recreation movement, beyond leadership in organization, was the compelling quality of his personality. He bore living testimony to the balance, the inner reserves of physical and emotional force to be gained from outdoor life, in opportunities for spontaneous play and to the need of men for beauty and friendliness.

But it was Joseph Lee, as an exponent of his own belief in the joy of outdoor life, of games (prisoner's base and the others), the long walks and talks on Sundays at Cohasset, that this writer recalls most gratefully. I remember, too, the Boston Social Union meeting when, in reviewing a book on the values of association by one of the forerunners of the group work philosophy, life organized through interacting groups was discussed. Mr. Lee jumped up to say that it made him want to go away and "rest his face," and he held forth on the joys of being alone, of solitary reading, walking and reflection.

Mr. Lee loved the drama and the movies. All the settlement people were invited to tea to meet Eva Le Gallienne when she came to Boston, and he encouraged the good amateur companies. He got great pleasure from the movies and eagerly invited his younger friends to go with him.

Christmas Eve on Beacon Hill meant seeing Mr. Lee, to me as to many people—schoolteachers, associates of the years he served on the school committee, social workers, all sorts of people, as well as the friends of his children. Mr. Lee was ageless in his relationships and in his enjoyment of people and their enjoyment of him.

I am everlastingly grateful for the joy and meaning, the spontaneity and the understanding of men, women and children which Joseph Lee brought to me personally and to the recreation movement.

By a Staff Member,
National Recreation Association
ABBIE CONDIT

THE members of the Board of Directors of the National Recreation Association have completed a long business meeting. Relaxed and in a happy mood, they are sitting around the luncheon table. With them are a number of staff members, there, most of them, to give first-hand information to the Board of Directors regarding their work.

At the head of the table sits Joseph Lee. His responsibility it is to introduce informally the staff members and guide the discussion. This he does in his inimitable way, interrupting from time to time with remarks which give just the needed "punch" to drive home a point, recalling homely incidents to illustrate statements made or taking us into the realm of philosophical thinking in terms so simple and language so whimsical that only afterward do we realize how profound have been his pronouncements.

Then suddenly a change in mood, and Board members and staff workers are in gales of laughter as Mr. Lee wittily challenges statements made or holds up situations to the kindliest of ridicule.

This is the Joseph Lee we staff members remember most vividly. We think, too, of the Joseph Lee of the Recreation Congresses, presiding over meetings or holding brief but unforgettable conversations with us between meetings. How, we would wonder afterward, could Socrates and Plato have strayed into conversations on the weather or the Congress program? What possible connection was there between politics and movie stars, philosophy and motor boats? But we had, we found, as we thought it over later, discussed them all in these brief moments, and it was quite logical and right and altogether delightful!

Moving pictures were one of Mr. Lee's favorite forms of recreation. With him we have solemnly speculated as to whether a certain actor's luxuriant hair was really his own, or whether another star's feet were as large as popularly reported!

We discovered Mr. Lee's love of boats one summer while working with him on a publication at Cohasset. In the midst of a philosophical

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Joseph Lee and Music

By ARCHIBALD T. DAVISON, Ph. D.
Professor of Choral Music
Harvard University

MR. LEE's understanding of what complete human happiness means was remarkable for its breadth. He knew that a healthy body and opportunity and place to exercise it are not enough; that even the training of the mind for the proper enjoyment of leisure may still leave an important corner of life unfilled. He was persuaded that the emotional part of man's nature must be profitably stimulated and in music he recognized the ideal means to that end.

But his enthusiasm for music was not circumscribed by the prejudice and short-sightedness which have too often characterized the attitude of those who have employed it as a social agent. Mr. Lee realized that to view music purely as a recreation, to encourage people merely to get fun out of it, was to lose sight of its constructive power as a spiritual force. He knew at first hand the melancholy history of our war-time uses of music and I have more than once heard him express irritation over the assumption that the average man or woman could not be interested in singing first class musical works.

Although he did not profess to have any deep understanding of the art, he unreservedly championed any cause that offered an opportunity to the amateur to have a part in the practice of good musical literature. It was only natural, then, that he should have been willing to serve with a small group of advisors to the Harvard Glee Club in the period when it was struggling against powerful odds to establish a high standard in its programs, and that he should have regularly attended the concerts of the Glee Club and the Radcliffe Choral Society. His pleasure in these programs was real, but what he found most impressive was their educational and social significance, the intellectual, emotional, and spiritual advantages of such an enterprise, and on these he was never tired of dwelling. That large groups of people whose interest in music was only incidental should give enough of their time to learn great choral works he found impressive in the highest degree.

Those who believe that the only music worth encouraging is good music will always be grateful to Mr. Lee for his faith in the capacity of all men to appreciate the best. May his enlightened spirit animate those who undertake to carry on his leadership.

Looking Backward over Joseph Lee's Life

By OTTO T. MALLERY

As a member for many years of the Board of Directors of the National Recreation Association, Mr. Mallery was long associated with Mr. Lee in the development of the recreation movement nationally. He is also the president of the Playground and Recreation Association of Philadelphia.

WHAT is it that makes some men bandits and others saints? Where did the first boost come from that moved notable and ignoble men in the particular direction that made them great or useless? Joseph Lee's life poses this query.

Here was a rich, young, highly Bostonized Harvard athlete, basking in social prestige. Why didn't he go the pace, keep up with the other blades, marry a fashionable heiress, go in for horse racing or art collecting, and live like a gentleman in a private park surrounded by a high, spiked iron fence? I don't know. I didn't meet him until he had written that masterpiece, "Play in Education," and had become a national spokesman for the gospel of play. I suppose Lee must have met early in life an incandescent socialized person who set him on fire. I also suppose (no, I know) that he was unself-conscious, not interested in himself as much as in other people. He had intellectual curiosity. He could not be satisfied with a racing stable or a collection of inanimate paintings. He couldn't even be satisfied with a fine library, because he liked action. He had an inner compulsion to do something about something, especially if that something was injustice or deprivation.

Constructive imagination is one of the rarest of faculties—to see things as they might be, as they should be, as they could be, as they must be, if progress is to occur. If one hundred million Americans without constructive imagination were given a round-the-world cruise the country would be just the same when they came back. If the few hundreds of thousands with constructive imagination were taken on a world cruise there would be a let-down, almost a stoppage. Thousands see what is wrong for one who makes a constructive suggestion for setting it right. Joseph Lee had constructive imagination. After he had backed his vision with money, persistence, and persuasion, the United States was no longer the same. Where graveyards had been children were playing.

If you who read this were born after the automobile had altered the tenor of American life it will be difficult for you to imagine how differently people lived in the pre-auto era. It will be equally difficult for you to imagine how differently children lived in the cities before the playground movement and Joseph Lee got under way thirty or forty years ago.

Take my case. As a child I lived in the center of Philadelphia and played in an alley, fortunately a broad and dead-end alley. We tackled one another at football on cobblestones but that sport was a bit too robust even for the hardiest. We had sticks about three inches long which we flipped off the ground and hit with a batlike stick as if it were a ball. This game was substituted for a ball game because balls broke windows. However, we broke windows anyhow and on purpose. We found the glass on lamp posts very attractive. We never saw a park or skating or skiing in the winter time. We were indoors from November to April including week-ends. At school disgruntled we exercised spasmodically in a dull gymnasium. Our private school had the use of an inaccessible athletic field one afternoon a week. Only the natural athlete could be bothered to go to it. With this background and the resulting poor use of our leisure time it is not surprising that the next forty years showed my schoolmates to have a low average vitality. If this was true of the boys of the typical city private school how much more was it true on the average for the children in the public school.

Contrast this situation with the better play opportunities of the average child in hundreds of cities in the United States today. He is born into a different environment because of the

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Joe Lee was unique in many respects.
I mention a few:

1. He had a wonderful faculty of helping people without letting anyone know about it.
2. He was original in thought and inventive in action but succeeded in giving the credit for their results to others.
3. He was a philanthropist but no stranger would suspect it. He often wore a brilliant red tie.
4. His manner would change from severe to humorous in a second but your final impression was that of a man with a light touch, a bit of sarcasm, a keen sense of humor: at bottom terribly in earnest.
5. A man of unlimited property he swapped off a large part of it for the satisfaction of having enriched the lives of the unprivileged.
6. A man of aristocratic descent he was an unmitigated democrat and believer in the common people.
7. He was a magician, for he could charm a greenback out of you in such a way that you did not miss it.
8. He was a friend so loyal that he could tell you the full truth of what you were and still hold your affection.

The Right Reverend WILLIAM LAWRENCE, D. D.,
Retired Bishop of Massachusetts.

The Gentle Humor of Joseph Lee

By TAM DEERING
Director of Recreation
Cincinnati, Ohio

GREATER than anything Joseph Lee ever said or wrote was the rich personality of the man. His character was so many sided that it is difficult to select any single aspect as predominant, but the quality which most interested me was his rare sense of humor. It was so much a part of him, flowing through his every conversation and speech, never extraneous, but rather an attitude toward life.

"The baby's crying is a social function," he once remarked to our class at Harvard University in 1916. "Language comes from the tremendous demand for it, the craving for communication. The thing the baby wants is communion, not desire for useful information. But there can be too much social. At Christmas the child is usually cross. It gets mental indigestion from too many things. It can't assimilate them, so the least thing it can do is to break toys up after Christmas."

In describing to our class every person's need for a den for escape, Mr. Lee related an incident concerning William James at a reception. Mrs. James was in one room and James in another. Joining his wife, Mr. James burst out, "Say, it's hell in there." He was the picture of a man with a horrible face on. His wife asked what was the trouble. Mr. James replied, "I'm resting my face."

"The materialist way of studying human beings is all wrong," Joseph Lee declared at another session. "You will not come to know Shakespeare by that method, although you spend fifteen billion years seeking to find the kind of marks he made after eating beef and after eating onions. We've got to consider the purposes inside the human."

It was during this same year, 1916, that our Committee on Social Legislation from the Boston Social Union went with Mr. Lee to the old State House at Boston to speak before a legislative committee on the Bill for Physical Education. There, as usual, his delightful humor came to the fore. He declared that "gymnastics should be classed as dentistry or orthopedics, as having a surgical and corrective, rather than an educational effect." Always he stood for play as the means to "total enlistment of all the powers of the individual," "growth from the center out." "Mere gymnastics is a school of half-heartedness," he declared, "conducting the habit of action that starts halfway to the surface instead of from the depth. There must be an object; there must be interest; there must be exhilaration."

Mr. Lee was a pioneer worker for state legislation providing for physical education in the schools. Nevertheless, he recognized physical education as only a phase of education and as only a phase of recreation.

One time our Jamaica Plain neighborhood house invited Joseph Lee as Chairman of the Boston School Committee to address a neighborhood meeting. He utilized the opportunity to interpret education as being "concerned with the promotion of growth, including teaching both in the school and on the playground." Here, again, as on every occasion that I have heard him speak, he clothed his presentation of deep truth with the gentle, kindly humor with which he viewed people and life. Having spent most of his life in public work, and having served for years as an elected official, he had been subjected to the abuse which is one of the perquisites of office in Boston as elsewhere, yet his experience never embittered him. And where has the sound attitude for a public official been set forth more delightfully than he phrased it on this occasion — "Nobody will survive in public work who minds what he is called. I do not mean such affectionate epithets as fool or anarchist, but the more grim and savage designations of worthy or well-

Mr. Deering states he has related these personal contacts in the hope that others may be encouraged to disclose similar experiences, and especially to report letters and statements from him. "Those who were privileged in having close-ups of Mr. Lee should present them to the National Office. They are indispensable if someone is to do a full portrait of this man whose personality, character and vision outweighed a vast monetary endowment."

meaning. I can't say that I have ever been called an uplifter. Even the standpatters are not mean enough for that. The thing to remember about such designations is that they are not expressions of opinion, but merely cries of pain, an encouraging symptom that you are getting somewhere."

"For satisfaction, there is the same satisfaction that there is in all true work, trying to do something and once in a long time getting a little of it done. There is besides, as in art or music or discovery, in any of the real things, the feeling that the work is bigger than you are, that you and your private interests are insignificant, which is the first requisite of life and happiness."

Two years later when I was called quite unexpectedly to organize community service in Seattle, Washington, it was my remembrance of Mr. Lee's emphasis on the importance of play in the home that led to our inaugurating the first "Home Play Week" in America. How could one do otherwise whose imagination had been stirred by Lee's words, "I wish the playground might somehow teach parents the importance of receptivity to the children's stories of their games and their adventures. When a boy comes in with his feet muddy and trousers torn, his hair standing on end and a gob of mud on his nose, it may require some self-restraint on your part, especially if you are sensitive about your parlor furniture, not to open on him about his personal appearance; but whatever it costs it will be worth your while to exercise such self-restraint. If you care at all about your children's confidence, do not, when he starts with snapping eyes to tell you how he got Bugsby out at first, or what a corking time he had chasing the muskrat, respond with "Yes, but won't you first go up and wash your hands?" or, "Where did you get your boots in that fearful condition?" or, "What have you been doing with your trousers?" If you, on mature deliberation, think that clean hands and boots and trousers, now on the instant, instead of ten minutes hence, are of more importance to you than a confidential relation with your children, it makes little difference at what point your interruption comes. But that is the choice you must make."

Seven years later, in 1927, Lee furnished the best statement of the social philosophy underlying the "Save the Beaches" movement. The humor, insight and ruggedness so characteristic of Joseph Lee, the man, play through the words and phrasing used by him on this occasion. In a letter to Howard Braucher on June 14, 1927, he said, "This action of Deering's raises an awfully interesting question. In Massachusetts there is often a right, confined I think to certain persons, to go to the beach to get sand and seaweed. At Nahant, Massachusetts, there is an old right of way and a similar one in Newport, R. I., running between the palaces and the tops of the cliffs, where the lord of the castle must suffer the common citizen to come betwixt the wind and his nobility."

On the same day he wrote to me, "I don't know exactly how to formulate the principle, but the idea behind it is that there are certain pieces of ground from which everybody can reap a crop, and one man's harvest, though it may somewhat lessen the others, does not destroy it. Everybody ought to have a right to reach the ocean, the great ponds and lakes, and so far as possible, the rivers in their own neighborhoods. The right was defined by a lawyer friend of mine whom I asked about it some years ago, as the right of bathing, boating and skating, of falling in and emptying out your boots on the bank. The right of looking at it, or from it, is even more important, and should also be secured."

Two years later, in 1929, he provided Mrs. Deering and myself with a most exciting adventure. In writing the introduction to Mrs. Deering's book on "The Creative Home," he made penciled notes on nearly every page, explaining that these were "For you to pay such attention to as you think they deserve." And in addition he sent on to her his penciled preliminary draft of his own introduction with its innumerable changes and corrections.

Where in the manuscript Mrs. Deering used the word "self-expression" he interlined, "Dr. Charles Eliot once told me that this is a horrible expression. It is hard to avoid. In a most important sense it is true; the trouble is that it suggests egotism—the very opposite of art. The artist kills himself for art; the god takes him by the ear and he is lucky if he gets out alive. It is adoration—impersonal, following something bigger than yourself. The Greeks, the artistic nation, knew. The deuce of it is that there often

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Play in Education

PROMINENT men and women—leaders in the national social work of today, as they have watched the work which the Playground and Recreation Association of America is doing under the leadership of Joseph Lee, have said: it is too bad that such splendid energy and enthusiasm should be given to the play movement when other more fundamental and more important social movements are receiving so much less attention than they deserve.

When asked what questions are more fundamental—then the difference of opinion shows itself. One replies, work with needy families in their homes, and suggests that the energy now going into the playmovement ought to be expended in the charity organization field.

Another states that the two great problems are the fight with disease, and education. Then I question my friend as to what he means by the general term education, and I find that he wants every man educated so that he will command better wages.

Another friend tells me that the labor movement is far more fundamental than the play movement—that our future depends upon working out the right relations between labor and capital. "It is always a regret to me that you are not working on the labor problem." Yet another friend considers the great problem to be the production of more corn per acre, the production of a larger return per unit of labor employed.

I am personally interested in each of these movements. I would not minimize the importance of any of them, for they are all fundamental. My quarrel with these friends is not in their emphasis on these things but in their denial of an equally fundamental place to play. Are they right in thinking of play as a luxury, or are those right who think of play as a necessity?

I have known no other missionary movement commanding greater and more complete loyalty from those who have had intimate touch with it. Few, however, have had this intimate touch. That which is simple, easy, nearby, does not seem of great importance. However, just as steam, so simple a thing as to be overlooked, has revolutionized modern manufacturing, so many who have thought most in terms not of things but of men report that in play—simple play—lies a force sufficiently powerful in its action on the inner life of men to be one of man's most powerful allies in producing a civilization.

The play movement has needed a strong statement of what play is, of the part it has in developing the normal child, of what the denial of play means in the individual life and in the community life. The few individuals today who have time to think are asking the question, What must a man do to live a life? What kind of world must be created if all men are to live, not merely exist?

The book which Joseph Lee has given us is a book on the making of a life, though he calls it "Play in Education." Now we have a book—strong, deep, rich in human experience—with a vein of humor running through it, readable—a book you cannot read without thinking, which can be placed in the hands of those who are willing to think on fundamental questions. Those who have a different philosophy of life can here pause and face again the eternal question as to what is true and what makes for progress.

Much of our present-day social philosophy is founded on the theory that the new basis of civilization is a full soup-kettle, or that it is fields which produce hundreds of bushels of grain per acre, or on general laws which shall create a machinery which shall automatically produce the civilization we have thus far failed to achieve. Joseph Lee in his book goes back of all machinery, back of all material problems, to the old problem that interested Plato, Jesus, Froebel: how to produce men who shall

One of the great contributions made by Joseph Lee not only to the recreation movement but to the field of education was his book "Play in Education." In The Survey, November 13, 1915, there appeared a review of this book.

live, men alert, active, with will power, with personality—men whose lives shall have a ring to them, men who shall be missed when they die. The civilization with which he is concerned is not measured in terms of the billions of goods exported, nor even in terms of wonderful buildings and boulevards. This civilization is a civilization in which man shall be supreme — a master, not a slave of what he has himself produced,—no treadmill existence in this new civilization. Once let all men live and the material basis of civilization will care for itself. Raphael did not paint the Sistine Madonna because he had surplus paint, but because he had life within him which must express itself. The permanent wealth of the world is all the product of the urge for vital living, preserved in the men who gave that wealth its immortal form.

Those who know Mr. Lee know how hard he tries always to keep people from suspecting the extent of his genius, his culture, his wide reading, his knowledge of art, natural history, human nature, the world—the depths of poetry and religion which underlie all his life and writing. But he is rarely successful; and all the rich experience of his life thought, dreams, has been drawn upon at will, apparently without effort, to illustrate the principles of play.

I do not know what place this book will finally have in the list of the books of the prophets, but to me it is the greatest contribution Mr. Lee has yet made to the play movement. I have placed "Play in Education" on the shelf side by side with the books of Froebel, with Jane Addams' "Spirit of Youth" and the "City Streets" nearby. It is not a book to read once but one to turn back to, a book to be read over and over.

The book will interest those who have children of their own, or wish they had children, or find pleasure in the laughter of children, or were once children themselves, or still desire to retain throughout life something of the child spirit, or believe that the world will not lose if the middle-aged and the aged retain the freshness and the enthusiasm which goes with a child heart.

Play is the most serious business of life. It is play that brings into existence the greater personality of the child and of the adult. Growth is through joyous action. Without play a child does not grow to be a complete man.

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"Anybody who will make prisoner's base again the fashion in any city where it has died out, and so make a playground of every street not too much given over to the intruding interests of traffic, will be a benefactor to all its future generations, and earn the monument of one who has made two children grow where one tried to grow before. The difficulty of the task as well as its beneficence will merit such canonization.

"Pitching for the home team brings out a power that was not there, that existed only in the boy's heart and in the heart of the team he represents. The play purpose exalts to its own level. The child throws himself into his game up to the very limits of his courage and perseverance — beyond the limits hitherto set, for the game is itself the very act of growth. He follows the ball each day further into the unexplored regions of potential character, and comes back each evening a larger moral being than he set forth. His whole nature is trained in this discipline, run into the mold that nature has therein prescribed.

"Specialization contributes to the fullness of membership because through it the team makes its full claim on the individual. In intrusting him with one especial service, it stakes its success upon his adequacy, subjects him to the full current of its purpose. If shortstop does not field the ball when it comes his way, if first base does not catch it when it is thrown to him, it will not get fielded or will not be caught. In his own especial office each player is the team, all there is of it at that point.

"In general the boy's team-sense should be taken at its most exalted moment, before it has hardened down into exclusiveness or incapacity for generous appreciation of outsiders; and at this point there should be injected into it the idea that a narrow loyalty is disloyalty to the very spirit of which true loyalty consists—that taking the gang as final means disloyalty to the school; that exclusive devotion to the school means disloyalty to the college, and that the graduates of a college who, when placed in responsible business office, give preference to their fellow-graduates, are disloyal not merely

to their employer but to the college itself by identifying it with such disloyalty. In short, our boys and girls must be taught Mr. Royce's spirit of loyalty to loyalty, including that of your opponents.

"I wish we had the Scotch word leal—loyal and happy—the noblest word I think in any language. The Land o' the Leal, the true Valhalla, home of the happy warriors of all nations and of all faiths, the land where true foemen meet, and see that each was working for the one true cause: that is the heaven that is worth attaining, and such is the loyalty we must learn to teach."

In work, if you eliminate the play element of loyalty, the team sense, the instinct to make good, to be somebody as a member of the society to which he happens to belong—then the desiccated remainder of hunger-driven toil has lost all that gave it nobility.

"Surrender to something greater than one's self is the essence of all life. The egoist inevitably shrivels in mind as in soul: and if his body, being tough and well-fed, survives, it is rather as an encumbrance than as an instrument of life. Subordination is the first lesson in the art of living. It is when you lose yourself in the game, begin to feel that the work is bigger than you are, that full life possesses you, or that true growth takes place."

The efficient man is he who is efficient in saving his own life, who can effectively translate his soul into action. It makes no difference to you how far you go if you leave your heart behind: in that case you may as well turn back and start again. What counts is not how far you travel, but how far you carry your ideal. The rest is merely the squirrel in the cage—motion, perhaps very hot and strenuous, but without progress. And rhythm is the method of the soul's progression, the natural manner—not indeed the ruling motive, but the gait and the habit—of the human spirit, its way of proceeding toward its end.

"It was in the poems of Schiller and the symphonies of Beethoven that German nationality was achieved. . . . A friend of mine only yesterday heard a German say, after listening to one of their civic choruses, 'Germany will never be conquered while Germans sing like that.'

"The service of all our social institutions—history, public buildings, monuments, flag, patriotic song and ritual—is to clothe this unseen body of the state, give it reality to us and give us faith in its reality.

"The power of corporate membership is the greatest spiritual power there is. It gives to an individual the voice and authority of a people's soul, gives the patriot a purpose transcending his individual existence, so that his private fortune, even his life or death, become to him of secondary importance. He enters the orbit of a vaster personality and moves with the power and serenity of a secular force.

"Am I claiming too much for a mere childish game? Not when we realize that this game is the outcropping in the growing mind of an instinct without which there would not have been any child at all, or any human race for him to grow upon. What the child, in the ring game, acquires is a beginning only, a little bud, but the parent of a great branch. Except as he is member, citizen, the child will lack the chief basis of morality. He will scarce be human, will miss the most precious part of his inheritance.

"The end of the apple tree, from our point of view, is apples. But there is no use talking apples to it in the spring. If you can protect its buds from frost and its leaves from caterpillars or can supply it better diet for its roots, it will be grateful to you. And however little the bud or leaf or root may look like apples to you, be sure that the tree knows the way and the time and that your best contribution is in assisting nature on the path she has marked out. Timeliness, as Emerson said, is the lesson of the garden, and it would be a blessed thing if we would apply this lesson to plants whose growth is more important than that even of roses or potatoes.

"Pain and hunger, hard taskmasters to all living things, are in this respect more cruel to man than to any other creature, driving him, through the stimulation of his own abundant ingenuity, to follow more and more a path in which he is homesick from the start.

"What we have to call crime, idleness, and vagabondage is largely the continuance of unreconstructed man in the direction in which nature aimed him, past the switch intended to shunt him off into our civilized pursuit. Drudgery, on the other hand, is the penalty paid by

those who take the curve for civilization and way stations and leave the ancient track. And it is usually only the way stations they can reach.

"It is true that all real work is supported, as I have said, by the great team instinct. But, though the instinct is always there, it is not always strong enough to float the service it requires of us.

"Darwin said that the wild cowboy Spaniards of the east coast of South America were gentlemen, while their more civilized cousins of the west coast were not. Sir Walter Scott makes a similar unfavorable comparison of the civilized burgher of Glasgow with the wild cataran of the Highland hills. Comparisons to the same effect are often drawn between the manners of the barbarians like the Bedouin Arabs or our own Indians and those of more civilized peoples. And after making every allowance for aristocratic prejudice in favor of the more barbaric virtues, there is enough of truth in these opinions to be worth thinking of. Certainly it will not profit us to gain the whole world of material prosperity if the result in human character turns out a loss.

"This is the tragedy of civilization—that the end of all our labor and our ingenuity has been, for the great majority of men and women, the defeat of that inner life which it is our dearest object to promote. Man is a stranger in the modern world. As encountered in his daily work, it is no longer the world to which his instinctive capacities relate.

"Which shall the boy do, cultivate the powers that are in him or prepare for an industrial pursuit? Shall he train himself to be a useful member of society at the expense of abandoning all hope of other expression beyond the point attainable by an amateur; or shall he cultivate mind and talent with the result of never making good? That is the choice which the great majority of modern youth must face.

"And it is not merely a choice between making a living and gaining a life; a normal life is impossible either way. Not to make good is to leave out the one most necessary element of life. To make good in a way that satisfies no other instinct is to be but half alive. For the great majority these two vital strands cannot be brought together in any pattern they are strong enough to weave. The evil for the average boy of the apprentice age is not merely that he will not when he grows up live a full human life, but that he never can grow up at all. The means of acquiring the full stature of humanity do not exist in either of the alternatives presented."

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The death of Joseph Lee leaves a void that cannot be filled. For the thousands of people who are now enjoying public playgrounds and recreation facilities, it seems natural and their right that these opportunities should be afforded the people; but when Mr. Lee started his agitation for recreation—especially open-air recreation—there was, to my knowledge, not one organized open-air playground in existence. It is true that Mr. Stover, helped by Miss Wald and a small number of us, brought about the filling in of the foundation of some tenement buildings which stood on the place where the Seward Park playground is now located and there, with discarded gymnasium apparatus, opened one of the first open-air playgrounds. But to Mr. Lee's imagination and to his initiative was left a larger planning of playground facilities and recreation for the people. Valuable as was this idea and its execution, much more unique was the spirit which Mr. Lee brought into this work. His joyfulness and enthusiasm, which were contagious, brought about the progress which has been made in that field and his name should, and no doubt will be remembered by the old crowd for a good many years.—FELIX M. WARBURG, Chairman of the first Finance Committee of the National Recreation Association.
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At the National Recreation Congresses

At the end of each Recreation Congress Joseph Lee would give an impromptu summary of the addresses and discussions at the meetings. The abstracts given here are taken from Mr. Lee's summary of the 1928 Congress which appeared in the November, 1928, issue of *Recreation*.

EMERSON said, prophetically, you would think, but true then, "Things are in the saddle, and ride mankind."

This business of things is confusing. I am going to leave you with a question, finally—that things are necessary, and there are some things that are better than some others. That children like few and simple things. That our cloisteral desire, longing to get away, sends many people to convents and sends others of us to mountain peaks. It is very deep in us, and I should think that we should be dying for lack of satisfaction of it at the present time.

We crave simplicity and order. Those of you who have children now have a "pen" for them. A great thing about the "pen" is that if a child is howling and you put it in the "pen" very often it stops right off. Children are sick of all this stuff and want to get away where there is only one thing. I have learned that things can bring the cure as well as the trouble. They can provide the cloister, the mountain peak, the woods — all the great solitudes and silences. And that is a wonderful thing—to see how very fast we are developing in that direction. It seems to me in our conferences that the first thing we heard about was playgrounds, then it was art, and now it is getting to be, I think, the lonely places—the great parks and great beauty scenes — the p r e s e r v a t i o n of the beaches.

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Somebody made a point—a very true point—that all people who teach the economies of real estate should remember. There are as many crops to be got at the top of the mountains as the number of people who go there. It isn't like agriculture. Everybody who looks at a beautiful scene gets it, gets the whole of it insofar as he has capacity. That is a great thing for the schools to do—to teach us to see.

The great problem now, I think, for our parks, is how many people can be solitary in the same place at the same time. It really is becoming a very difficult problem. Of course, we can make the places. It is easy enough to do the obvious thing. Take away the hot dog signs.

But in this matter of preventing people from treading on one another and killing one another's enjoyment, and how much of the thing there is left when we have all got there—the Playground Association will never do any of the fool things there. We shan't organize people, "One, two, three, look—relax—be solitary."

Another thing I have learned is that there are many workers in all forms of play and recreation who are tracing on matter the true impression of a child, the human being. Where do they touch it? Where does it touch them? Where does it call to them? What are the voices that they hear? What are the sights that beckon? What things? What tools? What are the weapons of the mind?

I was very much interested in the reiteration in all the talks I have heard, that "things" have got to meet human nature; and "things" are our own counterpart, are our playfellow, are the other half of us. How can you make the introduction, bring the two, things and ourselves, together? I think it is wonderful that everything we have heard has been along that line.

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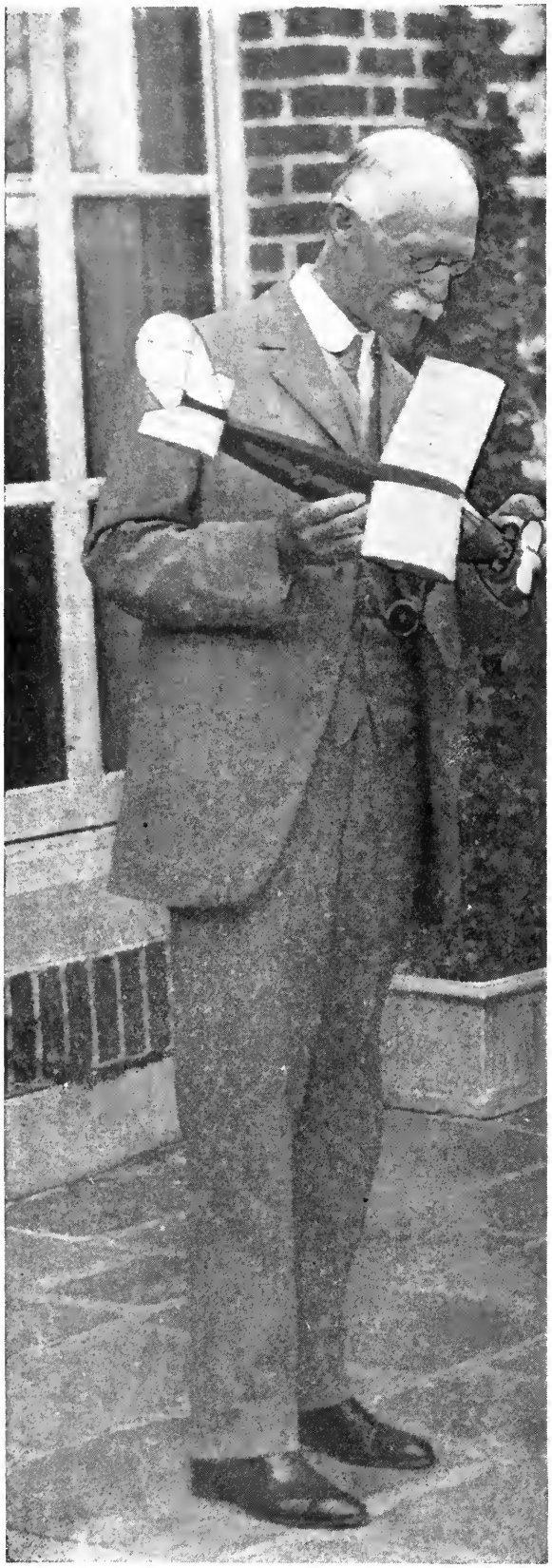
I was present at the beginning of a playground in Boston, a school playground. And while it was being fixed up, while there was a lot of rubbish left there from the houses that were pulled down, and while the sand was there that the men used in their work and a little shack which they could jump off, it was swarmed with children. But when it was slicked up and a fence put around it, no child could be induced to go near it.

Children do like and they do need variety. The good old rhyme of Robert Louis Stevenson is very true. On the other hand, they do need to be let alone in a few things.

Now, what about it? What is the variety that dissipates, and what is the variety that calls



At a Recreation Congress

forth? What is passivity? In many of these things we all know that passive recreation doesn't amount to so much. Perhaps sometimes we make a mistake there. Listening to music is not passive—if you listen to it. But still there is a lot of passive amusement. I am a movie fan, myself.

What is the passivity that disintegrates and what is the passivity that recollects? That is a wonderful expression. Recollection! That is a beautiful word of what we mean and what we get from solitude. We get to hear the tones you generally can't hear; the little intimations of what really matters. Recollect and pull yourself together in that sense, too. It is recollection in both ways. To bring yourself to bear again; to know a little bit what it was you meant, what it was you started out to say.

I quote Emerson. He says, "The great advice to give young writers is not to leave out the thing they began to say, the things the thing was about." I think that is the main thing in life as well as in writing. What was it you meant to say?

And recollection, the same speaker said, was "being able to see down into the depth of a pool." That is quiet.

Now, what is the solitude that recollects, the passivity that recollects? It isn't really passive—it is partly so; and the passivity that is merely so much out of your life, a blank, nothing, no result. What is the principle that distinguishes those two things, those slightly different questions?

I make a little suggestion. I don't think it is of much, if any, importance. But just as a sort of starter. Is it with children, the importunate things, like toys, that call to you to do something, that you don't want too many of—and the kind of material that calls you out toward it that you can stand more of?

Well, that is a good deal the same thing. But I mean the kind of thing that calls you to come and rest or come and play and that isn't dissipating. I haven't made much of a suggestion there. But some things are importunate, and some things not so much so.

Joseph Lee, Philosopher

By THEODATE GEOFFREY

A Philosopher Who Works for Fun and How and Why He Does It

AN oft-related New England anecdote recounts how a certain village character said: "Sometimes I set and think, and sometimes I just set." The world has come to suspect that the same classification applies more or less generally to philosophers, and Joseph Lee of Boston is a philosopher, though many thousands of his neighbors call him a philanthropist and he classifies himself in "Who's Who in America" simply as a social worker. A member of the Lee family of bankers in Boston, connected by marriage with the Cabots, and educated for the bar, he might have been a leader in business, law, or finance, but he chose social work, and for nearly thirty years his name has been associated with two great idealistic movements: playgrounds and play for children, and community service, or play for grown-ups.

But to get back to Lee the philosopher, who not only "sat"—in a typically New England rocking chair—while he was being questioned about his philosophy of life and service, but permitted his quick mind to pass swiftly over the principles of ancient and modern philosophy, radiating at the same time an infectious urge to incarnate (his favorite expression) the philosophic ideals which he was expressing in pungent epigram.

"My getting interested in play was partly because play is the spot where the principle of education rather than the 'hand-out' as a social policy has the highest visibility," says Mr. Lee, "but the particular thing that first made me decide to do something was reading of boys arrested for playing in the streets; it was as if those boys had been arrested for living."

That caused him to rush at the task of providing playgrounds, and his intense interest has caused the Playground and Recreation Association of America to hold him as its president continuously since 1908.* To understand the great influence Joseph Lee has had upon contemporary civilization, no catalogue of his offices or achievements is helpful, for they are mere by-products. The essential thing about his contribution to the years through which he has lived—he is sixty-four years old—is his philosophy.

"I think my philosophy in social work, if such it is, was wished on me," he says. "It was certainly all there almost as long ago as I remember. When I was about four years old and showed lack of enthusiasm about eating crusts, my nurse said to me: 'There are many little boys in the street who would like to have those crusts.' I thought: How about the rest of it? I do not mean that I have in the least lived up to this philosophy. If I had done so I should be a Christian—a name to which I fear I have no title. But I have been a far-off follower of the Christian, or democratic, ideal in thinking of people as real—as spiritual beings, with beautiful and tragic possibilities—and in working, in a rather feeble way, to make life possible for all of us.

"As to method, I have always believed that the spiritual governs—that life cannot be stuck on but must be brought out, that to tie on the flowers is ineffective: you must water the plant. You must also care what sort of plant it is. Selection will show more even than education in the result, and I have believed in birth control, in restricted immigration, and in the humane sterilization of the unfit.

"Of philosophy in the ordinary sense I possess a little. Nobody, for instance, will survive in public work who minds what he is called. I do not mean such affectionate epithets as fool or anarchist, but the more grim and savage designations of worthy or well-meaning. I can't say that I have ever been called an up-lifter; even the standpatters are not mean enough for that. The thing to remember about such designations is that they are not expressions of opinion but merely cries of pain—an encouraging symptom that you are getting somewhere.

* Should be 1910.

JOSEPH LEE was appointed by the Secretary of War, Newton D. Baker, as a member of the War Department Commission on Training Camp Activities, and by Secretary of Navy, Josephus Daniels, as a member of the Navy Department Commission on Training Camp Activities. For this service Major General Clarence R. Richards, on behalf of the War Department, decorated him with the Distinguished Service Medal. Raymond B. Fosdick, Chairman of the Commission on Training Camp Activities of the War Department, stated at the time: "I have no hesitation in asserting that the work which War Camp Community Service has done for our Commission in stimulating the recreation activities in the communities near the military camps is the most effective single piece of work with which we have been related."

"For satisfaction, there is the same satisfaction that there is in all true work—trying to do something and once in a long time getting a little of it done. There is besides, as in art or music or discovery—in any of the real things—the feeling that the work is bigger than you are, that you and your private interests are insignificant, which is the first requisite of life and happiness."

Growing up in Boston in the democratic aristocracy of the old days on Beacon Hill when the little bluebloods battled joyously on Boston Common with the alley-gamins from the opposite side of the Hill, through an education at Exeter and Harvard, Joseph Lee discovered the theory that has lasted him through life, and that theory is in part:

"What people want is power, rather than money; but money gives power and the way to get it is not to have it given you but to earn it.

"I do not have to live in a settlement house to know how poor people think. Realizing certain fundamentals of human nature, I can assume that a human being will react thus and so to the matters of environment, occupation, wages, recreation.

"It is better to have a sound theory than a collection of facts. A theory reasoned correctly must be true; but facts may often be distorted or misinterpreted.

"It may be a fact that a man is poor, or ill, or a drunkard; but if you seek to change the fact by giving him money, you only pay him to be poor, or ill, or a drunkard. You must change the theory to change the results.

"You cannot afford to give a man necessities, but you may give him all the luxuries you can compass without hurting him. Money, bread and butter, or a suit of clothes will only pauperize a man; but make him a gift of opportunity and he will make himself rich.

"The San Francisco earthquake was a good example of what I mean. Your big-hearted business man promptly organized a bread-line and when John Jones shuffled up, he received a dollar's worth of food. But an intelligent social worker, discovering that John Jones was a carpenter by trade and that carpenters were getting $25 a day on reconstruction work, spent $25 or so to get a tool kit for John Jones, who was thereby enabled to earn $150 a week himself. That is the difference between a dole of necessities and a gift of opportunity.

"Working and being paid for work is the only way in which wages will ever be raised. My idea of a minimum wage is about $10,000, a year, but I want men to earn it, not get it as a 'hand-out.'

"Socialism, soviets, minimum wage advocates, trade unionists all share the same fundamental fallacy. They seek to increase the individual's proportion by increasing the number of shares. The best thing I see about Mussolini is that he hangs on to old-fashioned arithmetic in which two and two always make four; that if you wish to increase the value of the shares, you must first increase the total. Limiting output, equalizing opportunity, removing individual incentive do not increase the total that is to be divided.

"Wages are the acid test of the value of labor. Take mental therapy as applied to wounded soldiers: the veteran in the hospital making a lamp shade gets a certain amount of good from being occupied, a certain amount of reward from his nurse's praise; but when you market his wares and put in his hand the money some one paid for his work, that is a medicine which will make him get up and dance for joy!"

"I seem to be a devil of a long way from playgrounds," interpolated Joseph Lee rocking gently, "but I am getting to them, you will see."

And he did. Tossing off quotations from Plato, Hegel, McDougall, Dewey, Adler, he spun his web of philosophy till suddenly the point became clear.

"The causes of unrest are not economic but spiritual. What we are witnessing is the revolt of men who see life passing away without their ever having lived, who face the prospect of carrying their ideals and aspirations unfulfilled and unspoken to the grave.

"Since play is the most deeply rooted instinct in human nature, the ideal is to have man's work satisfy his play instinct. But civilization upsets theory, sidesteps play abruptly at the point where the child becomes

The *World's Work* for November 1928 carried this article on Joseph Lee.

a man. There is no place in nine-tenths of industry and business for play.

"The artist and the professional man can play while they work, but with fool-proof machines and organized business, the majority of people today must live upon the margin left outside their work, or die. Thus our present civilization must tend to permit a man to earn high enough wages to indulge in play outside of economic production.

"Play is an educational force. In animals it is the urge to incarnate the instincts by which the species sustains life. The kitten chasing a leaf is incarnating itself as the future hunter. Man has more complex instincts to incarnate. Fundamentally play embodies three great necessities of existence: hunting, fighting, and teamwork. Any 'game' includes two or more of those elements in combination. There is another phase of play: the joy of creating. The child building a castle of blocks, the architect building a cathedral are alike expressing that urge. But art is a language and language implies a hearer. The artist is not satisfied with his expression until it has been appreciated, and so among the ideal elements of play we must include understanding.

"What we must aim at is to liberate the community's urge to play, so that each individual finds satisfaction for his needs of hunting, fighting, teamwork, creation, and understanding. Work—economic independence—is one condition of an individual's self-respect and happiness, but only half of it; the man who has only work and no play has only half of him alive."

Unobtrusively, Joseph Lee practices what he preaches. He played with his own children, and now with his grandchildren. For recreation, he is a happy amateur at sketching, dancing, music; he is more than an amateur at skating, since he likes to reel off twenty swinging miles on the clear black ice of the Charles River. Modestly he says himself: "I didn't start playgrounds. In 1899, I was surprised to find that they were not used, and I worked to secure leadership for them."

That is his own statement. But his country, in recognition of his work as president of the War Camp Community Service, voted him a Distinguished Service Medal; his co-workers attribute to him a potent and far-reaching influence and inspiration; and the figures of the increase during the past quarter of a century in playgrounds, community Christmas trees, pageants, municipal golf courses, "little theatres," and such manifestations of the reaching out of the American people for opportunity to play, all bear witness to the intangible yet real power of thinking made contagious and vibrant by the personality of that tall, spare New Englander with mobile white mustache and kindly blue eyes, Joseph Lee.

On Choosing an Irishman for an Ancestor

One of the ancestors of Joseph Lee was Patrick Tracy, a penniless Irish lad who left his home in Wexford, Ireland, early in the reign of Queen Anne and settled at Newburyport and became one of the outstanding ancestors of New England. His second wife was a granddaughter of Rev. John Cotton and connected with the Quincy family.

According to the Boston Post of August 1, 1937, Justice Oliver Wendell Holmes, Henry Lee Higginson, James Jackson Storrow, Robert Treat Paine, Dr. Charles Pickering Putnam, James Jackson Minot, General Charles Russell Lowell, Joseph Lee and many other leading citizens of Boston were direct descendants.

By the time the war came on in 1776 Patrick Tracy who had come to Massachusetts in 1730, a boy of 19, had a fleet worth three millions, maintained twenty-four privateers with 340 guns and 2800 men which captured 120 British ships.

From Private Letters of Joseph Lee

October 18, 1919

Editor of the San Francisco Call
San Francisco, California

Dear Sir:

I was interested in your editorial because you felt amusement needs no organization.

I am doubtless a prejudiced party, but I can say that, though I don't agree with your conclusion, I sympathize to a considerable extent with your point of view. Personally I do not always like to take my amusements in a crowd. I happen to be fond of fishing and I cherish an undying hatred for those who on various occasions have offered a brass band accompaniment to my advances to the trout. And then nobody likes to be reminded that he needs organizing.

But yet there is a lot of recreation that cannot be got without organization. My favorite sport in my younger days was football and I never could make much of a go of it when by myself. I found I needed others on my side and still another bunch to try things on—also that there had to be a playground or some kind of a place furnished by the town or somebody where we could play without exciting too lively an interest in the cop.

Another weakness which I share with the majority of my fellow countrymen who have tried it is for chorus singing. That again is something you cannot do alone nor at all successfully without a leader. And the leader must come from somewhere and have had some training in his job. (We are going not only to furnish song leaders to start community singing but to train others to carry it on, both professionals and volunteers.)

Dances, games and social occasions generally are things that some groups of people can manage altogether for themselves but for which others are dependent upon facilities furnished in the school building or the town hall or in some other public way. The whole business of the development of neighborhood centers depends on organization. That parts of our cities are still Saharas in which the unfortunate inhabitants are dependent for such social life as they attain upon the rare cases of institutional churches and college settlements is due to lack of team play. They differ, however, from Sahara in the fact that the water of life is really there in the people themselves and lacks only the Moses to smite the rock of their individual isolation and bring it forth.

The same thing is true of our most popular and enticing forms of sport. In Detroit and other cities there are twilight leagues of soccer and playground ball. These could not be carried on without municipal playgrounds and are not in fact successful without somebody whose business it is to get them organized.

Citizenship work (often rather forbiddingly called Americanization) is another leisure time activity that does not organize itself. Forums, lectures, public discussions, library extension, parent-teachers' associations and mothers' clubs, educational and cultural evening classes, education in food saving and gardening, the teaching of the essentials of government and the meaning of American institutions are not self-starters as a rule.

But I do not think that upon this matter the people of California need any argument from me. It so happens that one of my daughters is soon to take up her residence in your neighborhood in order to begin her attendance at Berkeley University. One of the things she is looking forward to is a visit to the Yosemite, and one of the things upon which she and all other Americans are to be congratulated is that the public spirit of California has secured the setting aside and organizing for the public use of this wonderful recreation feature of all the people and for all time. The same thing, though on an infinitely smaller scale, is being done whenever a park or playground or social center is organized in any city or town.

Very truly yours,
JOSEPH LEE

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May 24, 1926

Dear Mr. B——:

I don't quite understand about the Mohawk Trail. *I don't believe in having any clean recrea-*

tion near it, that is to say, nothing cleaner than the woods and brooks. I came over it the other day, and the only thing I would suggest would be the removal of such artificial recreation as there is, consisting of hot dogs, tame bears, and enormous screeching signs of Socony.

If there is one thing our people need it is *contemplation*,—some place where they can be left in quiet with nature and the eternal things. One Socony sign or hot dog stand will put you out of tune for at least an hour, two will spoil the day for all the purposes for which the Mohawk Trail exists except that of human transportation, which could be accomplished better by the Hoosac Tunnel, where the material transported will not be disturbed by woods and streams and such unwelcome objects. Fortunately the greater part of the Mohawk Trail is through the state forest where there are no signs or anything at all except the road and the streams and woods and mountains.

Yours very sincerely,
JOSEPH LEE

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Dear Mr. B——:

I think the setting aside of parks for camping and recreation generally is of vital importance and will become vastly more so as America becomes filled up. We ought even, if necessary, to use for park and beauty purposes land that could be used for food.

It is not a misfortune to Switzerland that the Lord or somebody has so made their country that it is impossible to reduce it wholly to utilitarian ends, though the railroads up the Jungfrau, etc., are doing their best. The greatest asset of mankind is the unconquerable sea. Some practical man will some day come along to show how it can be made to produce corn or oil or some other means of living miserably in an uninteresting world.

Sincerely yours,
JOSEPH LEE

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July 5, 1932

Dear Mr. B——:

The ideas that rule the world are the ideas of poets — Jesus, Buddha, Plato, Mohammed, Emerson, Rousseau. Life will not be scientific until every emotion has been weighed and measured, especially the emotions we may experience in the future—for it is only the future we can deal with.

The best trainer of a crew is the prophet of its possibilities. It is what people have not done which matters—miles of facts will never tell us that.

JOSEPH LEE

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December 4, 1926

Dear Mr. B——:

In belated answer to your letter of October 21st addressed to The Playground on the subject of the film story of Christ, the only practical suggestion I have is that it would seem to be necessary to the presentation of an essential element in the character of Jesus to make a good deal of the passage about the lilies of the field. The Christian religion has often suffered, notably in America, from the absence of the beautiful in its teaching. Jesus evidently had a great feeling for beauty and it is extraordinarily well given in this parable. The lilies of the field, I have read, are the common field flower in Palestine, corresponding to our daisies and buttercups. The lily also happens to be a very beautiful flower. To pick the common lily in the grass and say that not Solomon in all his glory was arrayed like one of these is the act of one extremely sensitive to the revelation of the divine as beauty.

Yours very truly,
JOSEPH LEE

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From a Letter Written on a Sick Bed

February 26, 1930

Dear Mr. B——:

I am now sick, can only write this by putting my feet higher than my head, and thereby provide myself with an alibi as to ensuing remarks.

There is no use in finding out any more facts until we have some kind of principles or ideas as to where we want to get to. A map won't tell you where to go. You remember Alice asks the Cheshire Cat: "Shall I turn to the right or to

the left?" the cat replying "That depends on where you want to get to," or words to that effect.

Now I think the main principle of all social workers should be my pet old motto: Don't tie on the flowers; water the plant. I think it is a great pity that social workers should think so much about leading methods of tying on the flowers.

One thing to do is through the schools and other wise methods to make industry more productive, and even some of the fools are doing something about it.

To make people by education capable of living at all—on any amount of money, large or small. Very few Americans are capable of doing this. Every Italian peasant lives, or most of them anyway. The hackman points out to you the beauty of the sunset. He isn't paid to do it, he just can't help it. He hasn't any money, though he does soak you twice his fare, which shows a sporting interest on his part. But he does know a little how to live.

You know you can stuff a man full of food and yet leave him to starve. It all depends on the kind of food. Until our schools cease to sterilize the budding art and science in the child Americans will not live, whatever happens to them in other respects.

I listened to some people talking on a piazza down in Florida one day. They were there to see the beauties of the tropical scenery, I suppose. They knew exactly how many gallons of gasoline they had used and what the carburetors and things had done, but as to whether they had gone all the way through a tunnel or over a bridge they didn't know. I suppose some of them got into the water on the beaches, perhaps got enough in their mouths to know it was salt.

There are also of course the wonderful case-work agencies who are leaders in education, though neither they nor anybody else has realized it, and who are leading it in the water-the-plant direction, relying upon bringing out the strength that is in each person, however far down they have got, rather than trying to give them ready-made results in a sealed package. They tackle the stream pretty far down, but they are showing us the way to tackle it up nearer to the source.

L'Envoi. I have from time to time reviled one of my friends for being so much interested in every kind of way of tying on the flowers. We have got to do some of it probably, but for the love of Mike let's put our licks in where they will count about a thousand times as much.

Remember it is one or the other. We can't do both. There isn't money enough.

When I was on the School Committee in Boston I was interested in the children's teeth. I found that if all the dentists in Boston worked all the time on the school children alone, they could not keep up with the decay. I found that if a fraction of them devoted their attention to the children before they were six and had their mouths clean and in good condition at the coming of the sixth year molar, that clean condition could be carried through in that generation at small expense and after that the children's teeth would all be sound. But you can't have both.

I have no quarrel with the tyers-on, namely, as to how far they will go in using the money of the rich to make life possible for everybody. My point against them is not that they are taking money from the rich but that they are not using it to help the poor but only distributing it in a way that may make us all poorer and certainly does not bring us life as it should and might. The resources of the community should be used to bring life, not to paint people to look as if they were alive after it is too late.

I think the spirit back of it all should be the spirit of the Puritans. They didn't succeed along the road they chose, but they were right in their main idea, which was that it was the business of the State to make of this world a place in which the soul of man can live.

JOSEPH LEE

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April 22, 1925

Dear Mr. B——:

I am a little averse to beginning with things as they are if that means any lowering of the standard. I think it makes no difference how poor the accessories are, the mounting and staging and all that. I rather think that the best drama has generally been where the stage settings were the cheapest. The Greek theatre I believe stuck up a sign to show what the scene

was supposed to represent, or had a three-cornered thing they turned round. Shakespeare had about the same plan, and both did good work.

But when it comes to compromising with vulgarity, it is more doubtful, though I admit that I have not a perfectly clear division in my mind between what is a little rotten and what is merely crude. I don't know, for instance, just where pie-throwing comes except that I would not have it come at all if, to eliminate it, I had to pay a hundred dollars a throw.

JOSEPH LEE

~

July 11, 1928

Dear Mr. C——:

Bully for you for saying that the less organized the play and playthings, the more suitable to the imagination of the children. The thing I am getting us playground people to discuss is, how in blazes, with the natural tendency of human nature to slick everything up and be orderly, we can have on a small children's plaground (pre-baseball) a sufficient mess to make the place habitable to children. The ordinary junk pile is better than a too orderly playground. And as for packing cases and what might be called wooden rubbish (also miscellaneous sand piles and bits of lead and iron and half bricks), what could be nearer Paradise than these? Of course a barrel with an incline you can roll down inside of it is a little better, if there are not too many nails sticking out inside, as in the German storybooks.

Yours very truly,
JOSEPH LEE

~

May 8, 1931

Dear Mr. B——:

Miss Zilpha Smith did a lot about open spaces, not especially playgrounds but some of them used as such, before almost anything like that was done in Boston. About 1890—certainly before 1897—I was on a committee of hers for which I made a study of certain crowded districts and selected sites for playgrounds in them, one of which was bought by the General Electric Company—furnishing confirmation of my idea of values but not particularly helping the playground situation. However, a playground was afterwards made alongside.

Miss Smith made a map of Boston showing just where we were at and started a good piece of propaganda which resulted in holding the open spaces that we had and increasing them somewhat.

Very truly yours,
JOSEPH LEE

~

June 3, 1926

Dear Mr. B——:

I think the first thing I did about play was to help in 1892 (?) in a survey of Boston play opportunities, including graveyards, with a study of the especially congested areas which needed playgrounds, started by Miss Zilpha Smith. I made a study, with the aid of detailed maps of the assessors, of two districts, one in the North End, the other in the South End near South Bay. In the latter I picked out a place for a playground which afterwards the Edison Electric bought, and the city afterwards took the next lot for the playground. I was glad to have the Edison Electric endorse my conclusion.

I did a little something to help Mayor Quincy get through a bill for playgrounds in Boston in 1898 (?).

I really started playground work with the playground at North End Park in the winter of 1898-9. We carried on that playground for two years and then, owing I think to political complications in that district, we transferred the work to the Columbus Avenue Playground in 1900 and continued there until 1906.

We also had for a time the small Prince Street Playground in the North End, probably 1899-1900.

The work at Columbus Avenue included a children's corner, a boys' corner, a big field of about 3½ acres, and 260 individual gardens. There was also indoor work—basketball, bowling (on an alley made by the boys) and some club work—in two old stables which were part of the playground property. It also included some work in the evenings by the playground directors in other rooms, and studies, through the schools and otherwise, of what the boys did in the afternoons, and how the playground work was affecting them.

Yours very sincerely,
JOSEPH LEE

March 1, 1932

Dear Mr. B——:

The immediate result of my busting myself when skating is that I have some time to do the things I want to—though not as yet much of the needed strength. I am feeling perfectly well but I don't recommend that particular form of stunt.

I insist upon the fact that it was all the fault of the skate which came off—as it did last year. I had used those skates without any important misbehavior on their part for at least fifty years and I got them second-hand from my cousin who had used them about twenty years. They are perfectly good now except that the clamps are somewhat worn. I suppose that was the trouble. I hate to give them up. Falling because a skate comes off is the most sudden and the most dangerous thing that can happen. There is no time to wink before you hit the ice.

Sincerely yours,
JOSEPH LEE

~

May 2, 1930

Dear Mr. B——:

I think that the root of the difficulty which many American people find in making any valuable use of leisure today is that they have no conception of what leisure time is for. They have no conception of the ultimates. They think that any activity to be justified must be useful; must either make for health or business success, or must do good to your aunt or to the people, or have some other excuse for being. Beauty is good if it can make a better man of you, or give you a better appetite for dinner, or enable you to sell your pictures. But that beauty is reality, that it is life, has never entered their imagination.

The same is true of sport. If life can prove that it produces food, then life may be excused. We live a little or go through the forms of doing so in order that we may produce. We don't produce in order that we may live. Of course the result is that outside our working hours many of us don't live at all.

Yours very truly,
JOSEPH LEE

~

October 31, 1929

Dear Mr. B——:

Mr. Tichenor's idea is absolutely correct. If our play has been what we think it is it will cover a person's whole life. Also perhaps a statement which I have often made,—that play constitutes the serious element in work. It is the element that differentiates a profession from a task, the side of work that contains the ideal and that makes the lawyer, doctor, soldier live up to his professional standard regardless of the effect upon his income or his life.

Play is of course a rotten name, but the above is what I think we mean by it. You must show this to Mr. Tichenor.

Yours very sincerely,
JOSEPH LEE

~

RECREATION AND FUN

(From the Ohio State Journal)

There are now more than 12,000 men and women regularly employed as recreation directors in this progressive country, but of course they can't be on duty all the while, and we suppose the children contrive to have considerable fun in between times.

Sure they can. They can drown the kitten, steal the bananas, sass the cop, swipe the kid's bats and balls, take an advanced course in stealing automobiles, and do their part in making our crime wave a success.

But some of them like coasting, skating, basketball, and other things that playground directors get for them just as well as any of these other things.

JOSEPH LEE

February 2, 1926

Why Men and Women Contributed Through Joseph Lee

Characteristic Individual Letters of Joseph Lee

January 27, 1926

DEAR S——:

This is not sent in gratitude for having met you last Monday evening at S's —— but a mere routine piece of insistence.

Last year you sent us $150 for the Playground and Recreation Association, and $100 more in April; so that on the theory that from him who hath given shall be taken, you owe us $250 this year.

That is to say, you owe it if you think you do and are irresistibly impelled to send it.

You know about us, so I will not enlarge on our merits except to say that I think we are doing an increasingly workmanlike job, which now includes a great deal of follow-up to see that things are up to standard, and a rising standard of our own, owing to the perception that it is only what is really artistic that has any carrying power or ought to have.

Very sincerely yours
JOSEPH LEE

~

April 4, 1931

Dear J——:

You were a good fellow to give me the thousand last year and I am not holding it against you. Our Macchiavellian secretary writes that you have three times given us $100, so I am suggesting that compromise though perhaps a more formal arithmetic would suggest that you had paid for a 10 year's (or 9 year's) immunity.

There are many non-financial things I want to talk with you about affecting both the college and the universe, but my last projected visit was stopped by poison administered, the doctor tells me, by a primrose—not, I think, as a result of following the primrose path but of having a very nice present from a lady. Talk about the rose having a thorn—I suppose it is the primrose that is meant.

Sincerely yours
JOSEPH LEE

~

Dear Mr. J——:

I believe that play and recreation have a strong tendency to lessen lawbreaking. At the lowest a boy is not breaking the law—not any law that ought not to be broken—when he is playing football. Further, football and similar dangerous sports give expression to the fighting or knight-errant instinct in every boy, turning it into the proper channel instead of leaving it to overflow over the surrounding country. The alternative to a boy in a playless world is break the law or die, and to his everlasting credit he chooses the former alternative.

I do not believe, however, that the main object of play is prevention of lawlessness or of anything else. It is the expression of the nature that the Lord put into human beings, and its function is positive.

JOSEPH LEE

From Friends of Joseph Lee

I was distressed to see in the paper yesterday the news of the death of Joseph Lee. I remember him with the deepest affection. He was a tower of strength in the Commission on Training Camp Activities, and I do not know how we could have lived through the ordeal of that experience without his constant support and the unique talent which he had for bringing differing points of view into harmony. His seventy-five years were usefully and happily employed, and he has left behind him a memory which those of us who knew him will always cherish. You and I whose ties go back to the Commission on Training Camp Activities share a precious recollection.—RAYMOND B. FOSDICK.

The name of Joseph Lee in my opinion belongs in the same category of great Americans as William James, Emerson and Thoreau, one of whose books Mr. Lee sent me many years ago. I can say no more about Mr. Lee than this, that he is one of the few reasons for becoming an American citizen.—EVA LE GALLIENNE.

One of my most treasured experiences is that of having known Joseph Lee in the intimate way that we who have been associated in the National Recreation Association were privileged to know him. His keen mind and genial personality made him both an inspiration and a kindly friend. Happy children in pleasant places are an enduring monument to his memory.—LEE F. HANMER.

In my opinion "Play in Education" is worth six times more than all the other junk that has been written by the college and other so-called expert. It is the only play classic. — ALBERT J.KENNEDY, Headworker, University Settlement.

There is a song of gratitude for Joseph Lee's many years of leadership and inspiration and a challenge to uphold and perpetuate in our feeble way the ideals and standards he so heroically established and so triumphantly lived.—DOROTHY ENDERIS, Recreation Executive, Milwaukee, Wisconsin.

Joseph Lee will live in the lives and in the work of those he inspired to greater accomplishment in the field he loved so well. — JOHN BRADFORD, Rural Recreation Specialist, National Recreation Association.

As a representative of the American Negro group, many of whom Joseph Lee's philanthropies aided, I have a deep sense of gratitude that Joseph Lee continuously promoted the ideal of service to all humanity without stint or limitation because of color or creed. I pray God his purposes may be achieved, as he would have them, by hands he has trained and inspired. — ERNEST T. ATTWELL, Manager, Bureau of Colored Work, National Recreation Association.

Joseph Lee was one of Nature's noblemen. In one great personality he combined the qualities and powers of philosopher, educator, social prophet and servant of mankind. I always felt that he "saw life clearly and saw it whole," and "as he lived from day to day" he was not embittered by what he saw, but seemed continually inspired by a child-like faith and trust in humanity. He could never approve of the evil ways of men, but he possessed a sympathetic understanding of their weaknesses and a vision of their possibilities for righteousness. His was an understanding mind and heart flavored and tempered by a fine, rare sense of humor.—LEBERT H. WEIR, Staff Member, National Recreation Association.

I think there never could be anyone with a wiser, kindlier, gayer and more pervasive spirit than Joseph Lee's. To come nearer to his dreams through the coming years of working and dreaming and working some more, always "joli," as Dr. Finley would say, is as fine and stirring and dear a calling as any "recreationer" could have, and as anyone could have.—AUGUSTUS D. ZANZIG, Director, Music Service, National Recreation School.

With this letter goes my own personal sense of bereavement for Mr. Lee was so broad and

catholic in his deep interest and sympathy for all the fields of social work. His was one of the universal souls with fineness of appreciation for any social work which was worth while.—FRANCIS H. McLEAN, Staff Consultant, Family Welfare Association of America.

Joseph Lee's personality, high idealism, genius, devotion, keen comprehension of human values added much to the richness of the service of the entire movement.—GEORGE J. FISHER, M. D., Deputy Chief Scout Executive Boy Scouts of America.

Mr. Lee was a neighbor of mine in Massachusetts and I knew him well. He possessed natural leadership and realized that outdoor living, spontaneous play, and the need of men for beauty and friendliness all hang together. He was an example himself of what he believed in.

Mr. Lee was deeply interested in increased vocational training and realized that it went hand in hand with raising the school age.

Mr. Lee imparted his own enthusiasm to others. He was full of New England tang. He thought of himself as an individualist, but was deeply engrossed in a public recreational program. What a lucky thing it is that all our ideas don't hang together!—MARY K. SIMKHOVITCH, Director, Greenwich House, New York City.

From One Who Knew Him Through a Friend

I have waited a bit before writing you to see if some definite suggestions would grow out of my first strong desire that the thrill of Joseph Lee's early choice and subsequent career might in some adequate way be passed on to other young men standing on the threshold of what might become their own useful careers in social service. There's a great story there. Who can tell it appealingly?

Is there someone with imagination and a facile pen who could interpret "Joe Lee" to the seniors in our colleges and universities, law schools and engineering schools? If the job were well enough done I should think you would find it annually an aid in your own recruiting work. It would also be a contribution to the whole field.

But it would need to weave together football, rowing, boxing, civic and municipal improvements, juvenile delinquency, etc., etc., into a joyous, thrilling tale—one that would connect with the present potential "Joe Lee" and carry him forward in imagination to his own later satisfaction as a man in this rapidly changing world.

If it could show what it meant in the 1887 world to a well-to-do young man to decide on social work as a career, what it involves today and if it could make the uncertainties of 1887 real and the challenge of 1937 equally attractive it might carry a much sought-for message to young men you would like to reach and who want to be reached by some one.

Who could write such a story? It wouldn't be true to Mr. Lee if it didn't carry that delightful mixture of gentle-fierceness, robust courage and wily wisdom that made him a terror to evil, a foe to prudishness, an antidote for gloom and a strategist of the first order.

I do think the main idea of interpreting Mr. Lee's choice of career to young men is worth passing on. So I do so, with great admiration for his inspiring life and sincere acknowledgment of his helpfulness, through you, to me.—DAVID H. HOLBROOK, Secretary, National Social Work Council.

Flags at Half Mast in Hamilton

Hamilton, Ontario, Canada, playground flags are half-masted today paying honour and respect to the late Joseph Lee, LL.D. The late Mr. Lee was president of the Playground and Recreation Association of America from 1910.

As a leader in the playground movement he was a tower of strength and worked as hard as if he were a staff member.

It has meant much to the playground movement that from 1910 until his death it has had the whole-souled leadership of the late Joseph Lee. This is the tribute the playgrounds of Hamilton, Ontario, pay to one who did so much for the children for the last 27 years.—Hamilton, Ontario, Spectator.

Moses in the Bulrushes

Joseph Lee Writes on Peace

THIS investigation of peace propaganda has not gone half far enough. . . . For its insidiousness and the depths from which it springs are unbelievable. Only the other night while staying at a hotel I found upon the table in my room a black and sinister looking volume —the only reading matter gratuitously supplied by the management except directions for getting hot water, hotels in Florida and trains. In turning over the pages, the very first sentence I came upon was this: "Blessed are the peacemakers, for they shall be called the sons of God." Nobody who has listened to the debates in the Senate could be misled by the latter part of this statement. But not all our people can be so privileged. A little further along I came upon this astonishing ejaculation: "Glory to God in the highest and on earth peace, good will toward men." Again I read: "Peace I leave with you, my peace I give unto you." Indeed, the whole book, especially the last chapters of it, was infected by statements of similar import.

I found afterwards upon investigation that one of these volumes was gratuitously supplied in every room by some society. Who paid for them? Whoever he was, he must have had a motive, and a motive, as is well known, is one of the worst symptoms of moral depravity that a man can show. Who could it have been but some of these peace propagandists—undoubtedly England or League of Nations or Wall Street or something of that sort. It should be looked to.

But this is not the worst. This same insidious influence has crept into our schools and attempted to poison the mind of youth with these peace notions. The words of American statesmen and even of American soldiers, taken out of their context and thus seeming to countenance the peace propaganda, are being read to innocent children and recited by them. The words, "Let us have peace," attributed by the pacifists to Gen. Grant, are even carved in stone upon his monument on Riverside Drive for all the world to see. . . . Similar sentiments are ascribed to Washington, who is being mentioned as first in peace as well as first in war. Even the pernicious three-word essay of Gen. Sherman is becoming widely known among the rising generation.

But most flagrant of all is an alleged quotation from our great war lord, Abraham Lincoln, in which he is represented as talking about "Malice towards none and charity for all, binding up the nation's wounds," and indulging in other such pacifist twaddle. Imagine a red-blooded, two-fisted, 123½ per cent American talking such stuff as that!

Mr. Editor, we are up against a bigger task than we had imagined. The roots of this propaganda stretch far back into the past and spread over our entire history. The doctrines to which I have alluded are being taught not only in the schools, but in the churches. They have invaded even the home, and peace is now a frequent subject of conversation around the sacred hearth. It will require the united strength of all our senatorial prophets . . . . it is not already too late.

JOSEPH LEE

From "The Boston Herald," February 10, 1924.

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February 13, 1924

Dear Mr. S——:

The Playground Association has not spent a cent in furthering the Bok propaganda.

Personally I do not believe that peace would be such a bad thing, but we are not guilty of promoting it.

Yours very truly

JOSEPH LEE

Joseph Lee, Citizen

By HON. JOHN F. FITZGERALD
Member, Boston Port Authority
Former Mayor of Boston

MY recollection of Joseph Lee while in Boston public life is of the most pleasant character. We were of the same mind in the matter of improved recreational facilities for the masses of the people, particularly the children. My first act when I was a member of the Boston City Council in 1892 was to secure the passage of an appropriation of $500,000 for the establishment of the North End Park.

Later, when I was in the Mayor's office, Boston established in 1910 a recreation department as a means to offset social evils by providing counter attractions for the leisure hours of young people. At that time the National Recreation Association, of which Mr. Lee was President, urged upon all cities the establishment of comprehensive recreation departments that would work with the schools and other community agencies to develop the best manhood and womanhood while giving the children and grown-ups more opportunity to enjoy normal living conditions. It was not until my term that the city built the zoo at Franklin Park and the aquarium at South Boston, indicating the new spirit of which Mr. Lee was a great part.

There came, too, additional playgrounds in different sections of the city; indoor baths and gymnasia; public celebration placed on a permanent basis; Christmas Eve and New Year celebrations out of doors on Boston Common; the establishment of social centers to include all districts of the city, and summer games and outdoor swimming meets for boys and girls.

Other evidences of the new spirit were the founding of the Municipal Athletic Association, the establishing of the Municipal Baseball League for Boys, the inauguration of park walks and cross country hikes for juveniles. Practically all these features were new to Boston, and the Park Department took on the name of the Park and Recreation Department. The aim was to reorganize the entire recreation service of the city so that the municipal gymnasia, parks, playgrounds, athletic fields, concerts and all other resources might be so administered as to produce the maximum results for the people. Mr. Lee initiated many of the developments mentioned, and in all of them his influence was felt.

Boston was most fortunate at that time in having as a member of the School Committee Joseph Lee, whose fame was nation-wide as the advocate of recreation for all the people.

Fishing with J. L.

(Continued from page 525)

was a gentleman on the wharf who had arrived in a houseboat and wanted permission to photograph our catch. We returned to the wharf and found a stout Jewish gentleman and his family posing with his fishing rod beside the amberjack. He wanted something to show his friends when he returned from his cruise, for he had been unlucky! J. L. cheerfully gave permission and he would always chuckle contentedly when this episode was recalled.

~

I doubt if J. L. would have taken so many "days off" if I had not kept at him to join me, and the same may be said of W. P. B. On judgment day my strongest plea will be that some credit is due me for keeping these two men from entirely exhausting themselves in middle life. These holidays for them, and holy days for me, I claim prolonged their usefulness. To be sure, J. L. was seventy-four when we last went fishing, but if we had fished a little more often, we might have kept it up still longer. W. P. B., with whom I have spent more time, is still an active servant of his fellowmen at eighty-two, and opened the hunting season with me this year (1937) as usual, but J. L. was unable to go fishing, and never can again unless in the Elysian Fields, where I am afraid I shall not join him. If only I had tempted him oftener!

From Jacob Riis in 1902

(Continued from page 530)

prophesying that school and playground will yet be drawn together. That is what we are coming to—did come to in New York this past season with a rush that almost took the breath away from some good people; quite unnecessarily, for on that road lies safety. For which also we owe Mr. Lee and his work thanks. Truly, we are much obliged to him.

About Community Service of Boston

(Continued from page 545)

who wanted to act, finding plays for them, helping them with the acting and staging, and showing them how to make costumes at little cost.

Mr. Lee was always especially anxious to

keep our general aim in view, and not to allow us to drift into becoming entirely an executive office that had charge of certain jobs. I remember well his complaining that in all the many years he served as a member of the Boston School Committee they only once spent as much as ten minutes discussing the aims of education. As a result of this feeling, the Directors' meetings of Community Service were highly intertesting discussions of the exciting ideas and suggestions of Mr. Lee and Mrs. White—ideas which gave rise to a wide variety of activities.

Mr. Lee always gave his personal support in backing up every plan, whether it meant going to see the Mayor to ask for help from the City for the pageant on the Common, or lunching with a group of boys' workers from the settlement houses who were forming a city-wide Boys' Work Conference, or attending an aircraft tournament or toy boat races. He especially enjoyed the large events such as the pageant on the Common and the International Music Festival.

Along with his philosophic thought his many-sided capacity for enjoyment had, I suppose, a great deal to do with Joseph Lee's strong desire to help others find ways to enrich their lives. This made him a most fascinating person with whom to work.

Joseph Lee, Creative Philanthropist

(Continued from page 547)

of a remedial or curative nature. He was never satisfied with the ordinary, humdrum methods of doing work—or, too frequently, pretending to do it—and kept constantly in mind the one objective—results.

Joseph Lee was first in many things. We have lost a leader. Many causes are now calling for leaders. We may only hope that others will arise to carry on.

Impressions by a Staff Member

(Continued from page 558)

discussion a member of his family announced that a dory he had ordered had arrived. That was the end of the discussion! Off he went to wade into the water to see the boat safely anchored and gloat over its perfections.

It was there at Cohasset that we came to feel the fascination of clipper ships as, under the spell of Mr. Lee's descriptions, we trod the decks of these romantic ships, sailed the ocean wide and adventured gloriously! A few days later there came to us a copy of the book, "The Maritime History of Massachusetts"—one of our most cherished possessions.

We shall miss Joseph Lee always. But the inspiration he gave us, the understanding of the deep meaning of play, the appreciation of beauty which was his heritage to us, will ever be with us. And somewhere in another world we shall think of Joseph Lee delighting kindred spirits with his

". . . . talk of many things,
Of movie stars and clipper ships,
Of Socrates and Kings!"

Looking Backward over Joseph Lee's Life

(Continued from page 559)

work of Joseph Lee, his associates, and the members of the National Recreation Association.

Their original calls to action have been heeded.

"In the planning of our cities the children have been left out."

"Every child is entitled to a safe place to play."

"The boy without a playground is the father of the man without a job."

These challenging phrases were not cold news, but hot propaganda when national opinion was in the making under the leadership of the vigorous young man, later the kindly old gentleman president of the National Recreation Association. As some of the original goals have been approached new objectives have been set and the recreation movement grows and expands.

As I sat on the Board of Directors for the last twenty-five years I observed that Emerson was right when he said "Every institution is the lengthened shadow of one man." The National Recreation Association is the lengthened shadow of Joseph Lee.

At the head of the Directors' table sat Joseph Lee, with long typed agenda before him. Mr. Braucher was explaining the pros and cons of the question of whether the Recreation School should be continued in New York or should be

put on wheels and sent to every city that wanted it. This was a highly debatable question and of far-reaching importance. Yet so clearly did Mr. Braucher put all sides of the problem and so precisely did Joseph Lee hit the mark with his humorous sallies that a unanimous decision was reached. The decision was never regretted. These Board meetings were regularly attended for twenty to twenty-five years by many of the same men and women. Joseph Lee never told a funny story and never spoke a dull sentence. As a presiding officer he was unique. He either sparkled or was silent. He always seemed happy and on the point of entering some delightful adventure. There was about him a sense of "just around the corner something grand is about to pop out and surprise us all." He was young to the last. He was ever questing after—what?

"Few there are who ever snare it with a song
Though for the quest a life is not too long."

The Gentle Humor of Joseph Lee

(Continued from page 562)

seems no substitute, but won't expression without self often do?"

The chapter on "singing mothers" he earmarked, "I think there is quite a problem of the gap between straight community singing (not howling with a jumping-jack to lead) and the very musical. This seemed to fill in."

Objecting to unnecessary capitalization he wrote, "I think capital letters make the idea less digestible—sort of stick out and create estrangement—not as bad as scientific but a little high hat." He was no stickler for the niceties of grammatical forms, however, as indicated by another insertion, "Don't let anybody scare you out of splitting an infinitive; it is right. Anyway I think so."

All recreation workers who have attended the National Recreation Congresses have been exposed to Mr. Lee. They have observed the humorous look of the man; have felt their ears tingle from his gibes, and fortified with his insight and understanding they have gone away with a new dimension to their work. Those of us who knew him personally, and many on first sight, must have felt that with him in the field beside us we could face up to all odds.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933 of RECREATION, published monthly at New York, N. Y., for October 1, 1937.

STATE OF NEW YORK, }
COUNTY OF NEW YORK. } ss.

Before me, a notary public in and for the State and county aforesaid, personally appeared H. S. Braucher, who, having been duly sworn according to law, deposes and says that he is the editor of RECREATION, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, National Recreation Association, 315 Fourth Avenue, New York, N. Y.

Editor, H. S. Braucher, 315 Fourth Avenue, New York, N. Y.
Managing Editor, Abbie Condit, 315 Fourth Avenue, New York, N. Y.

Business Manager, Arthur Williams, 315 Fourth Avenue, New York, N. Y.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.)

National Recreation Association, 315 Fourth Avenue, New York, N. Y.

F. Gregg Bemis, Boston, Mass.; Mrs. Edward W. Biddle, Carlisle, Pa.; Mrs. William Butterworth, Moline, Ill.; Henry L. Corbett, Portland, Ore.; Mrs. Arthur G. Cummer, Jacksonville, Fla.; F. Trubee Davison, Locust Valley, L. I., N. Y.; John H. Finley, New York, N. Y.; Robert Garrett, Baltimore, Md.; Austin E. Griffiths, Seattle, Wash.; Mrs. Melville H. Haskell, Tucson, Ariz.; Mrs. Charles V. Hickox, Michigan City, Ind.; Mrs. Mina M. Edison-Hughes, West Orange, N. J.; Gustavus T. Kirby, New York, N. Y.; H. McK. Landon, Indianapolis, Ind.; Mrs. Charles D. Lanier, Greenwich, Conn.; Robert Lassiter, Charlotte, N. C.; J. H. McCurdy, Springfield, Mass.; Otto T. Mallery, Philadelphia, Pa.; Walter A. May, Pittsburgh, Pa.; Carl E. Milliken, Augusta, Me.; Mrs. Ogden L. Mills, Woodbury, N. Y.; Mrs. James W Wadsworth, Washington, D. C.; J. C. Walsh, New York, N. Y.; Frederick M. Warburg, New York, N Y.; John G. Winant, Concord, N. H.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is (This information is required from daily publications only.)

H. S. BRAUCHER.

Sworn to and subscribed before me this 24th day of September, 1937.

[Seal.] MIRIAM DOCHTERMANN,
Notary Public, Nassau County.

Nassau County Clerk's No. 276. Certificate Filed in New York County Clerk's No. 60. Register's No. 8 D 35. My Commission expires March 30, 1938.

Walking with Joseph Lee

No one could work side by side with Joseph Lee for a generation and not feel his essential greatness.

He believed in simplicity and was simplicity itself.

One could not say he cared for truth. He was truth. Truth lay too deep to be talked about.

Beauty was his passion. His face lighted up at its presence, his every fibre responded, his whole body became eloquent.

Simplicity—truth—beauty— his next word was democracy—to be followed as always by education—education through living growth.

It was because Joseph Lee cared so much for democracy that he wanted to help people to do for themselves rather than to do for them. He did not like to think in terms of one class doing for another sort of people, but of all working together for the good of all.

No one knew his own limitations better than he himself did. His standards were so impossibly high that underneath was always a note of sadness that he could not come up to them.

He was fearful of appearing other than he was except perhaps that he did not mind "playing dumb" sometimes when he was most wise.

Always with the note of sadness, simple joy, humor, lightness of heart was ready to break through.

He sought nothing for himself.

He believed in acting *now*, in going "all out" for what was important. Yet he had patience, if necessary, to wait for a thousand years. He never lost faith in the educational process and in the ultimate course of democracy.

One gave the best one had to Joseph Lee always.

A movement for life eternal, abiding, abundant—with pride, affection, loyalty—followed its leader.

HOWARD BRAUCHER.

HAD Joseph Lee served for eight years in ordinary times as president of the United States it is doubtful whether he could have done as much for America as in his more than quarter century of service as leader in the recreation movement.

Joseph Lee cared supremely for helping children, young people and older people to find in their daily life the greatest measure of enduring satisfaction.

He gave new meaning to the words "play," "playgrounds" and "recreation."

He added years to men's lives by what he did through recreation. Yet he cared more for depth of life than for length.

The world is an immeasurably happier place today for children and for all because Joseph Lee devoted himself to the pursuit of happiness for others.

Boys and girls grow better when they are happy and can be their best selves.

Many boys and girls have grown up with "never a dull moment," as they have themselves put it, because of playgrounds and recreation centers and other recreation opportunities which Joseph Lee helped to bring into being.

Keeping Adventure

A MAJOR PROBLEM is keeping real adventure in life. Routine, system belong to the machine age. But monotony, routine are foreign to the nature of man.

Man has restless energy. He is a kind of animal that must have adventure, excitement, romance. He must explore. He must conquer. He must show that he has courage.

If he cannot get adventure in his work, if his work is no longer hunting, fishing, logging, but rather tending a machine, then in his free hours the adventure must come.

A civilization that does not provide opportunity for adventure is not safe. The urge, the energy will ultimately explode unless an escape valve is provided.

We care well for our machinery. We must care equally well for ourselves —for our fundamental needs as men. We have given, as every one recognizes, much more thought to the science of things, of atoms, of molecules than we have to knowing ourselves, to knowing our inmost needs if we are to continue fully to be men.

We know more and more about disease. We learn, comparatively speaking, all there is to be known about the human body. We set aside in foundations millions upon millions of dollars for medical research. How much have we set aside as yet for giving thought to life itself, to the inner needs of man, to giving attention to adventure, romance and all that feeds the human spirit? Life itself has been neglected. Much attention has been given to man's house, to man's body, to his bread and his bed and his earning of a living, but comparatively little thought to man himself as adventurer, explorer, creator, friend, as a human being.

"What does thy soul require of thee?" Birds must have air, fish water. What does the soul of man require? Music and drama and human relations and the creation of beauty and opportunity to adventure, to try to be courageous, to keep growing—these things the soul of man doth require. For such things in part is the kingdom of leisure given and for such things will a wise civilization make provision. Why? That man may remain man and not be dried up by the machine he did himself create.

HOWARD BRAUCHER

In January

Photo by Ray Losey, Roselle Park, N. J.

(See page 608 for description)

Recreation—

A Philosophy of Joyful Living

By HUGH M. WOODWARD

Dr. Woodward is Director, Division of Recreation, Region V, Works Progress Administration. This paper, he states, is "an attempt to define the content and boundaries of recreation in terms other than isolated activities, and to give some of the philosophical, psychological and ethical implications, as well as its relation to the modern movement of progressive education."

FEW MOVEMENTS in the entire cultural development of the American people have presented a greater challenge to educators and leaders in social adjustment than the rapid growth in the demand for recreational facilities and recreational leadership. No movement has come more out of the social, economic, and cultural day-by-day needs of the people and less from conscious promotion by leaders than this spontaneous demand in every field of culture for organized activities capable of enriching life and giving immediate satisfaction.

The meaning of the word "recreation" has not expanded as rapidly as its activity content. While the connotation of the term has grown gradually in the public mind, it still lags far behind the scope of activities included in the program.

The question "Why do we educate?" has been asked and answered by every people in every historical period. Some have educated for the State, as is very definitely the case with certain totalitarian states. Others have educated for the Church; some periods have educated for the favored few, and some for efficiency. It was left to the twentieth century to crystalize a philosophy of education which stressed the importance, well-being, and development of the individual. Herbert Spencer expressed it as "education for complete living." John Dewey said, "Education is all one with growth." But no educator and no scientist has ever expressed it more clearly and more meaningfully than did the Great Teacher of Galilee when He said: "I come that they might have life and that they might more abundantly have it." This idea of the objective and aim of education being to increase and enrich the activity, satisfaction, and life of the individual is basically behind the unprecedented demand for recreation.

Achieving Satisfaction

Recreation, therefore, comprises all those activities which deliver to the individual an immediate cash value in satisfaction. They may be intellectual, they may be social, they may be aesthetic or they may be physical. They all come within the meaning of recreation if they result in immediate satisfaction.

With the crystalization of the concept that true culture is to be able to live the richest, most colorful, and most constructive life possible, the importance of cultural activity which delivers an immediate cash value in satisfaction is on the increase. With the increase of activity which makes for the rich life here and now the field of recreation expands. Recreation might be defined, therefore, as including all those activities and responses of the individual which are pursued for the satisfaction which accompanies the activity or the response. It is good recreation if the activities engaged in result in increased capacity for increased enjoyment and satisfaction. It is bad recreation if the activities result in a lessening of the individual's capacity to enjoy certain other desirable satisfactions.

Certain philosophical, psychological, and ethical conclusions have helped us to understand the whole problem of recreation in its relation to other fields of cultural development and in its relation to life in general.

Since immediate satisfaction plays such an important rôle in recreation, it is germane to ask

what relation the concept "satisfaction" has to other primary concepts of intelligence. If we were to ask what are the primary concepts of intelligence to which all other concepts can be reduced and out of which all other concepts can be created — concepts so primary that they cannot be explained in terms of one another—we would probably end, as many philosophers have done, with the following list: Existence, Activity, Awareness, and Satisfaction. All concepts in human thinking have as their common denominators one of these primary characteristics of intelligence. All phases of being rest some way on this concept of existence. Every phenomenon or thing in nature can be defined as some form of activity in existent reality. On that characteristic in intelligence which makes it aware of itself and of its relations to other things the whole world of observation, facts, judgment and knowledge rests. But the world of values in every department of intelligence rests upon the characteristic of satisfaction. Of all these primary characteristics, satisfaction seems to be the most self-sufficient.

"Leaders of recreation can render their greatest service at present in making clear to the public the content, scope, boundaries and spirit of the recreation movement. When the general public, educators, municipal and state officials come to think of recreation as a movement to increase, organize, and make available to all groups of society an ever-increasing number of constructive activities designed to give immediate satisfaction and make life richer here and now, all necessary support will be spontaneous and enthusiastically offered. It will be hailed as a program designed to bring about the thing each individual consciously or unconsciously desires—a way of rich and joyful living."

The writer has asked literally thousands of young people to name the thing they would prefer to anything else in all the world. While the answers vary according to specific things, a little further questioning reveals the fact that they want the particular things mentioned to increase their satisfaction or happiness.

The "satisfaction" concept bears a like relation to the other basic characteristics of intelligence. If you pin the individual down to why he desires to exist, he will eventually tell you it is because of the satisfaction he gets out of existence. It is the same with the desire to act or the desire to know. They are pursued for the satisfaction they produce. But if you ask him why he desires satisfaction, he can give you no other answer than that he desires satisfaction because he enjoys satisfaction. In fact, whenever the individual becomes convinced that there is no more satisfaction in existence, action or knowledge, he does not pursue either of them further. In other words, in the concept of "satisfaction," we have reached the most basic characteristic of intelligence. "Man exists that he might have joy." He acts for the satisfaction he gets out of it. He pursues knowledge for the same reason, but he wants satisfaction for no other reason than that he wants it.

Recreation might be thought of as that part of cultural development which is struggling to to make practical the ideal that "Man is that he might have joy"; that man exists, acts, and knows that he might have joy; that satisfaction or joy as far as human intelligence is concerned is the end of all struggle in nature; that the greatest satisfaction, happiness or joy to the greatest number constitutes the standard by which human intelligence measures the greatest good.

This is by no means a philosophy of hedonism or a philosophy of physical pleasure. It recognizes the fact that there are literally thousands of satisfactions — physical, social, aesthetic, mental and moral. The end which recreation seeks is an effective combination and beautiful balance between all these possible satisfactions. Therefore, he who would embrace the philosophy of recreation must be alert to the great variety of possible satisfactions and wise in his selection that his life might be rich, varied, and colorful but, at the same time, poised and secure.

The Contribution of Psychology

Along with the philosophical contributions which make plain the relation between the primary characteristics of intelligence, psychology has contributed a number of vital facts which help us to clarify and understand the meaning of the recreation movement.

Psychology has answered the question "When does human intelligence experience satisfaction?" The answer is that satisfaction always comes with a harmonious response to some phase of nature either within or without the individual. It never comes with a discord or with a conflict (which, parenthetically, means that recreation is esssentially peace loving). Individuals, groups or nations at play never desire to destroy one another.

Psychology has explained to us that happiness is made up of satisfaction; that the greatest happiness is made of many intense satisfactions wisely

selected and properly coordinated; that the happiness for which human intelligence struggles must be extensive, intensive, and secure.

Psychology teaches that man extends his happiness by increasing the number of satisfactions he enjoys; that he increases the number of satisfactions by increasing his ability to respond to more and more aspects of nature. The infinite variety of things in the physical world to which one can respond with satisfaction furnishes possibilities of great increase in life. The aesthetic world of beauty, color, shape, form, sound and harmony provides unlimited possibilities for life enrichment. In the social world, he is fortunate who knows and enjoys many friends, chums, and acquaintances. The mental world is rich in satisfaction which comes from knowing the secrets of nature. In all these fields, the number of satisfactions can be extended indefinitely.

Psychology has also helped us to understand that while we increase the extent of our satisfactions by extending the number of responses to various phases of nature, we make our satisfaction more intense as we learn to respond more accurately to nature. The writer was once asked by a Chinese friend to dine and discuss philosophy. The friend served a dish which he claimed contained something over twenty different flavors. It was his request that the writer distinguish each of these different flavors. It is quite certain the Chinese friend enjoyed his dinner more than the average American who seldom knows what he has eaten. In the world of music, the individual who responds accurately to the harmonies, the overtones and combinations of tones, enjoys a satisfaction far more intense than the one who responds slovenly. In the intellectual world, the person who can respond accurately to all the details of a problem enjoys a satisfaction which the mediocre student never knows.

In no place is the importance of accurate response more evident than in the social world. To some, a human being is just another individual; to others, a person represents the most wonderful combination of energies and activities in all nature; others see in a human soul the very depth of the universe, the essence of reality itself. Therefore, some respond to human beings as individuals, others as friends or chums, and some have the capacity to love which means a perfect response to the life of some other individual. Among all the responses known to human intelligence, none results in keener satisfaction than the harmonious response between two rich lives whether they be friends, chums, or lovers. All the world loves a lover because he or she represents the greatest note of harmony in all nature.

Choosing Between Satisfactions

The one phase of recreation which has not received much attention up to date and which is destined to receive more in the future is the question of enduring satisfaction or permanent happiness. For this phase of the problem we must draw our lessons from the world of ethics. We have noted that happiness is made up of satisfaction and that satisfactions are increased by increasing our harmonious responses to nature; that satisfactions are intensified by increasing the accuracy of our responses. We have noted, too, that there are millions of possible responses; that the ladder of human happiness runs through satisfactions of physical appetites, passions and emotions, satisfaction of ownership of physical things, satisfactions of place, power and prestige, aesthetic satisfaction, social satisfaction and intellectual satisfaction. There are yet moral satisfactions and satisfactions of mastery which come from the ability to maintain a perfect balance in all these satisfactions, including a consideration of the effect they have upon the satisfactions of others as well as upon one's self.

The appreciation of the beauties of nature is one form of satisfaction

This phase of the problem appears in a vague way in what we call "good sportsmanship" in our

games, but it must extend much farther to a careful consideration of the effects of our acts upon the happiness of all other people. This power to check self-satisfaction for the sake of happiness of others requires a mastery of the elements of one's entire nature. This ability to check, to weigh, and to control one's responses in consideration of others furnishes one of the keenest satisfactions known to human intelligence.

If all satisfactions ran parallel, the business of building happiness or the enjoyable life would be a simple problem. It would resolve itself into a problem of increasing and intensifying each and every satisfaction. However, this is not the case. Nature is not made up that way. Some of the satisfactions run at cross purposes with others. If you enjoy one, you must give up another. Most satisfactions are capable of being indulged to a point of dissipation where the individual's power to enjoy greater satisfaction is destroyed.

All satisfactions are good in and of themselves, but considered in connection with other satisfactions they are good only as they fit into that combination of satisfactions which result in the maximum happiness to the greatest number of people. This necessity of choice and careful selection makes the problem much more complex.

The Master of Life must not only be able to enjoy many and varied responses, he must also be able to discriminate between, select and control his responses. He must be able to select from the thousands of possible satisfactions in the phyical, intellectual, aesthetic and social, those which, when put together, will result in the greatest possible happiness. He will live the cup of life up to the full, but never allow it to spill over at any point. He must be able to play the entire keyboard of satisfaction, but play each note in such form as to result in a beautiful symphony.

It is this careful adjustment between the many satisfactions of life, including their effect upon others, that constitutes the moral problem. This ethical phase, to some, may seem foreign to the program of recreation, but the need of careful discrimination and wise selection presents itself at every point in the recreation program. An evening may be spent in the most intense satisfaction and yet the individual may awake the next morning conscious that something valued and lovely has gone out of his life. Satisfactions may be both extensive and intensive and still not be secure. The security of happiness lies in that fine balance which many great philosophers have designated as the "Golden Mean."

The modern recreation movement is essentially pleasure giving. It should be constructive; it is necessarily peace loving, and has a decided bent toward humanism. It proceeds on the idea that a life richly lived today is perhaps the best preparation for a satisfactory life tomorrow. It is without doubt, in the mind of the writer, the most outstanding of programs emphasizing the importance and possibility of making a life rather than making a mere living. Its activities are organized on the theory that life should pay as it goes; that the pay should be in the best coin of the realm—extensive, intensive, and secure satisfaction to every active, appreciative, and considerate individual.

The modern recreation movement (even as it is today with its lack of organization and definitely placed responsibility) is still the nearest approach to a practical program for carrying into effect and keeping alive a philosophy of happiness. In saying this, the writer does not mean to minimize any other phase of education or cultural development. He simply means that the recreation movement is emphasizing specifically and immediately that element in cultural development — namely, activity for immediate enjoyment, which is closely allied to the objectives of modern progressive education and which is a vital part of the twentieth century aim of education: to build into every individual man, woman, and child, the ability and capacity to live the richest, most beautiful, and most abundant life possible.

"Time, it is said, is the essence of things. But leisure time, what of it? In the life of the individual is it to be regarded as made up of transient, stagnant interludes between periods of activity? Or is leisure time but a gateway thru which 'dull care,' frustration, ennui, and the forces of darkness—legion in guise and form—shall enter to warp and crush the human spirit? Leisure is a new heritage—the gift of the modern gods of the industrial realm. The gift is parceled out here with parsimony, there with ironic and unwanted prodigality, or again, perchance, with measured nicety. It is a gift without intrinsic value. To attain value such must be acquired. The gift is not so endowed by original grant."—*Leyton E. Carter* in *A Study of Public Recreation in Cleveland.*

Opportunities for Recreation in the National Forests

By HAROLD L. CURTISS
Landscape Architect
U. S. Forest Service

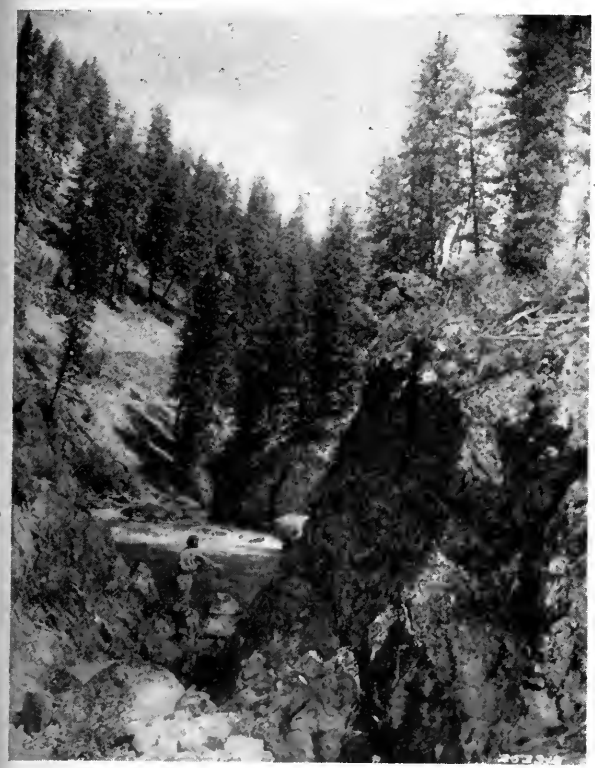


Photo by U. S. Forest Service

THE TREMENDOUS increase of National, State, County and Municipal recreational development in the last four years under the Emergency Conservation Corps has been paralleled by the sharply mounting tide of recreationists using our play areas.

Increase in recreational travel has been so sudden and so heavy that it is evident that mass realization by the public of the inspirational values of the outdoors has become an established fact. Whether this recreation be national or local in scope, it offers opportunity for people to get into the outdoors and make their own recreation with the facilities available to them for camping, picnicking, hiking or relaxation in the refreshing and inspirational open areas which nature has provided.

Preliminary to any discussion of this subject should be the consideration of the native values of Forest recreation, including the natural outlets offered by forests. The twenty-three National Forests of the Intermountain Region, which include those in Utah, Nevada, Southern Idaho and Western Wyoming, are available to all who seek the enjoyment of the out of doors. Hundreds of lakes, countless fishing streams, forest-clad or grass-covered mountains, rolling range upon range studded by jagged snow-covered peaks, all rich in scenery, combine to offer recreational attractions which compete with the best that America has to offer. Wildlife is seen, both in its abundance and variety, to compare favorably with that of surrounding states.

Naturalness and Simplicity the Appeal

These natural outlets offered by the National Forests form a definite contrast to other forms of recreation. The fundamental recreational appeal of these wild areas resides in their naturalness and simplicity.

A basic principle of recreational planning and the administration of recreation in the National Forests, in keeping with their simplicity and naturalness, is the avoidance of the unnecessary introduction into the forest environment of developments or facilities which tend to despoil the natural and diminish the atmosphere of freedom, open hospitality and unrestricted opportunity for intimate communion with nature. This is what we mean when we say that the National Forests offer opportunity for people to get into the out of doors and make their own recreation with the facilities available to them.

Those of you today who are directly connected with the planning and development of park areas know from your experience in the last few years

that public recreation is becoming one comprehensive program embracing requirements bound to exist in all types of recreation areas. All of us here can think back within our lifetime when these wonderful playgrounds which are so much in use today were altogether too remote for a generation which did not have the automobile. All this has been changed, however, by the introduction of this method of transportation, and people are now finding the beauty of unspoiled country and the real thrill of being in the out of doors; in short, they are really finding out what outdoor recreation means.

In any discussion of the natural outlets and native values of Forest recreation, we readily see that one important phase of the planning and development is directed towards making certain definite areas more accessible and more usable for the purpose for which they are being developed.

National Forests, State Forests and State Parks are year by year becoming increasingly important in the entire recreational picture, because they offer outdoor recreation for millions of persons in a readily accessible, unregimented, inexpensive manner.

Primitive Areas Offer Recreation

Not all of the recreational areas in the Intermountain Region are being made accessible, however, for the Forest Service has definitely designated as *Primitive Areas* four tracts of forest lands that have a total area of 2,034,992 acres. These four areas range in size from 138,000 acres to 1,087,744 acres, the latter being the Idaho Primitive Area in the remote and practically uncivilized portion of Central Idaho south of the Salmon River and embracing some of the best trout fishing water and some excellent mountain scenery.

This is one phase of Forest recreation that must be preserved for those who seek the wilderness areas, those who would go back to the primitive beginnings of the race and find some communion with nature that is not possible under the tense conditions of modern urban life.

Recreation with Minimum Restrictions

At this point let us place emphasis on the simple, appropriate, unregimented, low-cost recreation available for masses of the rank and file, with restriction of use and enjoyment held to a minimum. The privilege of personal use of the National Forests by recreationists, practically free from regimentation, is extended to all. No monetary charge is imposed for camping, picnicking, hiking and fishing. Nominal annual fees for special, exclusive use of tracts for summer homes or private camps, and reasonable charges for commercial enterprises, such as inexpensive hotels, cabin camps and similar modern commercial accommodations, are the only charges.

Limitation on freedom and recreational use to a small extent is unavoidable, and the maintenance of simplicity is not always entirely possible. This is true, however basically desirable it may be to provide the maximum simplicity and economy. Why is this so? Because the presence of large numbers of persons within the National Forests during the delightful vacation weather which characterizes the summers and early falls in the Intermountain territory introduces hazards which must be recognized and dealt with in a positive manner. The entrance of many persons pleasure-bound creates potential risks to public health and property. It is these risks for the welfare of the recreationists themselves, and the preservation of clean Forest environment, that must be minimized at all hazards.

Recreational use on the National Forests shows a sharply mounting tide of recreationists. Our combined figures show that in 1936 almost 71,000,000 people visited or passed through them. About 24,000,000 of these people actually used National Forest recreation opportunities. This is by far the heaviest year of summer travel in our history.

The fact that the National Forests are characterized by multiple purpose management and wide range of recreational uses gives greater emphasis to the need of meeting the requirements set up by such a tremendous influx of recreationists.

Efforts in this direction call for the providing of sanitation and water protection facilities at points of concentration. Application of fire prevention measures is also required. Included in such safeguards are the installation of enclosed spring boxes and underground water tanks and water systems, fly-proof comfort stations, garbage disposal pits and garbage cans, and outdoor fireplaces, tables and benches. These, together with

Mr. Curtiss, who is associated with Region 4, U. S. Forest Service, with headquarters at Ogden, Utah, gave this paper on March 17th at the district conference of the National Recreation Association at Fresno, California.

automobile roads and parking spaces, are facilities provided to serve people on tracts of special charm. Such improvements are planned by men skilled in determining the particular types of architectural design most appropriate to natural aspects and the scenic values.

All developments are conceived and executed with the idea of harmonizing the structures with the environment, of making them fit into it rather than violating it. Our Forest development roads where provided are constructed with the same object in mind. They are conceived and executed with the idea that it is not the special camp or picnic ground or road that constitutes the attractions, but rather the entire surrounding Forest areas that hold the charm. Improvements merely facilitate and extend the environment of the National Forests and make it more secure and safe.

Forms of Recreation Offered

Recreation is found in a great variety of activities, each individual seeking the kind and the location which best suits his fancy. Some people wish to camp and rest, others seek the fisherman's paradise, while still others visit the forests for their inspiration and for the opportunity for the study of nature and its magnificent handiwork.

In effect, recreation demands exclusive use on but very limited areas which are devoted to campgrounds and resorts. These areas, as compared to the large size of the National Forests of the West, are insignificant. Thus, with this small exception, National Forest recreation can continue to flourish and expand along with grazing, timber production, watersheds and wildlife. Recreation fits into the picture of multiple use easily and smoothly, and under proper management and with proper understanding should not suffer from the other uses to which the forests are devoted.

Multiple use of land means its use, simultaneously, for watersheds, timber growing, grazing, mining, fish and game protection and recreation. These uses, when properly integrated and adjusted, can be had without conflict with each other. For example, watersheds in the Forest Service policy of sustained yield and adequate fire protection are amply safeguarded, although timber utilization and grazing may be taking place. Obviously, recreation, timber production and watershed uses go hand in hand with wildlife.

The Forest Service is advocating "Game Management" at every opportunity. This is nothing more or less than the method used in Range Management in keeping the number of animals adjusted to the amount of range available. This means that game animals must be protected and that additional winter range must be provided when necessary. There is no logic in producing large numbers of game and allowing the surplus to die of old age, disease or lack of food.

The "Landscape Viewpoint"

There are many of you here today who are charged with the responsibility of actual planning and development of the various recreation areas, both municipal, state and national. In this work of planning there is a growing emphasis being

Opportunities for camping and picnicking abound in National Forest areas, and everywhere adequate safeguards prevail.

Photo by U. S. Forest Service

placed upon the importance of the landscape viewpoint. The foremost thing that we look for in the men who are employed to do this technical planning is their ability to appraise landscape values. The graduates of good courses in landscape architecture are proving themselves able to contribute to the Forest Service in helping to solve the vital problems of land planning and the important valuation of scenery.

In the development of these mountainous recreation areas the landscape is the dominating problem and the principles of landscape architecture apply with particular force. Building locations, roads, trails, parking spaces — in short, all construction directly affects the landscape, and what is done to it vitally affects the character and success of the recreational development. The design of our small recreational structures must be carefully considered, for the cumulative effect influences the landscape.

The point of compromise between these two fundamental policies, between the protection of the wilderness atmosphere and the opening of these areas to travel is important to you who are developing your natural playgrounds. As we have said before, the greatest charm of the National Forests is the unspoiled intimacy of the landscape. To maintain this quality is the aim of the Forest Service.

Our function then is that of keeping all of the natural beauty unspoiled and at the same time making it accessible to the recreation-minded. We seek to provide roads, trails and buildings in such a way that they will efficiently serve their purpose in a practical manner, and yet be as inconspicuous as possible. To do this we are interested in applying the lessons learned in earlier days on other Forests in neighboring states and regions. We seek to be constantly alert to advancing trends in recreation work.

Making Automobiles Safe for Our Forests!

For one thing, the automobile must be restricted to definite parking areas instead of being allowed to run promiscuously throughout a Forest camp. Otherwise, the camp and picnic areas are soon ruined. Trees are barked, the delightful herbaceous shrubs and young growth are mashed down and destroyed; the grass is rutted and soiled with oil drippings, and the next visitors find only an uninviting barren camp where once all was natural beauty. It has been truly said that apart from fire no single agency has done more damage to recreation areas in the past than has the indiscriminate use of the automobile. Accordingly, good practice has been to confine the auto to either definite parking spaces, if in a picnic ground, or to definite short parking spurs, if in a campground. These are then enforced by erection of suitable types of barriers around the parking areas and occasionally along the drives.

The planning and arrangement of the campground road systems and parking areas are secondary only to the planning of a Forest road system itself. They must be arranged so as to serve the areas efficiently, and yet be kept in the background and as much out of sight as possible from areas of heaviest concentration of people.

When a Forest recreation plan for the development of a campground or picnic area or resort is received at the Regional Office for reviewing, the first thing that the landscape architect examines is the manner in which the plan proposes to handle this problem of auto traffic.

The efficient parking area of today is a herringbone system which provides diagonal parking on both sides of a central line with an entrance at one end and an exit at the other. Its main overall width is 60 feet and its length is such as to provide ten cars per 100 feet of length on each side of the area. Where space permits only parking on one side of a main road, the width of the area should be 40 feet outside of the edge of the shoulder itself. This provides diagonal parking space of 15 feet plus a 20-foot space in which to back out, turn and proceed forward into the traffic lane of the highway without backing into the traffic on the highway itself.

This problem of handling automobiles is an everyday one to those of you who are dealing with public recreation.

The Landscape Architect at Work

In undertaking any problem, the landscape architect begins with the selection of locations which will not tear up the landscape and which will not obtrude into the important views. He studies the design of proposed improvements with the idea in mind of using native materials in such a way as to harmonize the structures with their surroundings.

The general scheme of development having been decided upon, there is then made a master plan on which chart is outlined all future construction work. This master plan may be for a whole for-

est or it may be for a single campground, depending upon the problem.

Following this is the designing of the individual items, buildings, roads, trail layouts, parking areas, playground facilities, and bridges. These different facilities are of such widely varying character that they require a working knowledge of considerable range and extent in forest recreation.

The problems of landscape architecture range from comprehensive land use planning, covering entire forests, to the design and construction of camp stoves and fireplaces, and they challenge all the resources of vision and technical knowledge necessary in a wide range of intelligent planning.

In order to make outdoor life of greater practical benefit to the public, our facilities and services must be of a more permanent character. We have abandoned the "twig" and "peanut brittle" type of architecture in favor of an orderly program of development of permanent buildings of heavy logs or timbers, shevlin log siding or stone. In other words, we use structural elements which will both be structurally sound and also in harmony with the steep slopes and rugged topography of the mountain country.

The recreational planner realizes in National Forest work that next to the natural features of a forest, buildings, bridges and other architectural structures are the most conspicuous units in the landscape.

If our purpose in making recreational areas accessible and of practical benefit to the public is that of preserving them in as nearly a natural state as possible, then these structures must be designed with an eye to lessening their importance. In order to do this, horizontal lines and a low silhouette should predominate. We should avoid verticality. The roofs should be of low pitch, except where high altitudes bring heavy snows. Too often the roofs predominate in the natural picture.

Facilities to Be Considered

There are a number of different facilities entering into our recreational developments on the National Forests of the Intermountain Region. These include, in addition to the road systems outlined above, the following:

Comfort Stations, both pit, chemical and flush types. We are standardizing on the two-unit and four-unit types, and the trend, I believe, will be towards separate buildings for men and women. These comfort stations are usually located so that no camp or picnic spot is more than 300 feet from the building.

Campground shelters and observation shelters

Community bonfire circles

Community amphitheaters of rustic logs and stone. These are found only on a few of the larger close-in picnic grounds which are close to the larger centers of population.

Adequate water system including *piped water* from developed springs, hydrants so placed that no camp is more than 200 feet from one, drinking fountains constructed both of stone and log.

Rustic foot bridges and road bridges built of heavy logs with stone abutments.

Simple playground apparatus such as rustic swings and teeters, on the close-in picnic areas only.

Wading pools occasionally constructed on the picnic grounds close to the larger centers of population. These are small naturalistic-shaped shallow pools of water 25 to 40 feet in length with adjacent sand box.

Signs and Forest boundary portals. Every avenue of approach to each Forest road unit is being marked by an appropriate portal or boundary sign. Highways and trails are being judiciously and appropriately marked with recreational feature and points-of-interest signs of attractive design and workmanship. The construction of these signs, which are built of logs and heavy lumber, constitute together with that of log picnic tables, one of the most important work projects of the CCC camps during the winter months.

Roadside developments including parking spaces at observation points, roadside fountains, etc.

Winter sports. Winter sports are receiving increasing attention on the part of the Forest Service, and we have a number of fine ski jumps and slalom courses under construction in the Intermountain Region. In charge of the layout and construction of these winter sports we have in our employ a man thoroughly qualified in every respect—Alf Engen, present holder of the National Amateur Ski Championship.

In conclusion, we have shown above that by careful planning in advance of the actual construction, there is being carried out on a wide front in the twenty-three National Forests of these four states a comprehensive integrated, correlated program of development which will make forest outdoor life of increasingly practical benefit to the public.

A Forest Festival

By F. ELLWOOD ALLEN
Research Technician
United States Forest Service

ONCE EVERY year thousands of people flock to Elkins, West Virginia, to witness the coronation of a simple maid as Queen of the Mountain State Forest Festival. This year, during the three days of the festival, a careful check of motor vehicles and excursion trains entering the city indicated more than 100,000 people in attendance. The festival, which has been held for eight years, has as its aim the conservation of forests, stream and wild life, and it has been instrumental in bringing to the attention of the people of the eastern portion of the United States the rich recreational advantages of the friendly mountains of West Virginia.

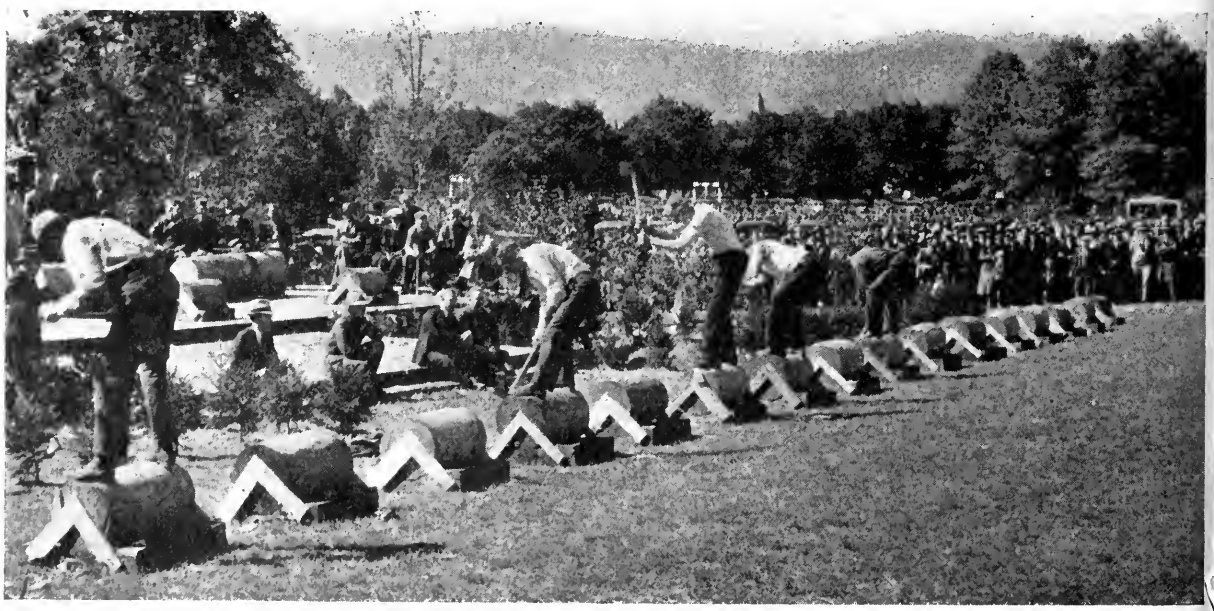
The coronation of the Queen, followed by an original pageant, is always the high spot of the celebration. Every detail is carefully worked out months in advance. The whole community works together towards a common objective. Sixty committee chairmen select an average of ten committee members representing all local organizations such as churches, schools, civic, veteran and fraternal organizations, and national and state agencies such as Monongahela National Forest, State Department of Agriculture, State Conservation Commission, U. S. Soil Conservation Service, U. S. Park Service, Civilian Conservation Corps, National Youth Administration, WPA, etc. All services are unpaid and the necessary preparations are made and performed when the occasion demands.

It was my privilege this year to witness this splendid community achievement for the first time and to hear the Governor of the state of West Virginia intone the Queen's impressive obligation. Every person in the vast audience could conscientiously subscribe to the words addressed specifically to the simple maid, kneeling before him: "Do you promise to uphold the traditions of the Mountain State Forest Festival, to look upon our West Virginia hills for sustenance, beauty and inspiration, to uphold and promote all means of preservation of wild life, of forest and stream, to foster reforestation of mountains, to aid in maintaining the purity of streams, to protect our precious minerals in which we have great wealth, to proclaim the prodigious grandeur of West Virginia hills and to rule this eighth Mountain State Forest Festival with gaiety, comeliness and grace?"

"I do," answered Maid Sylvia.

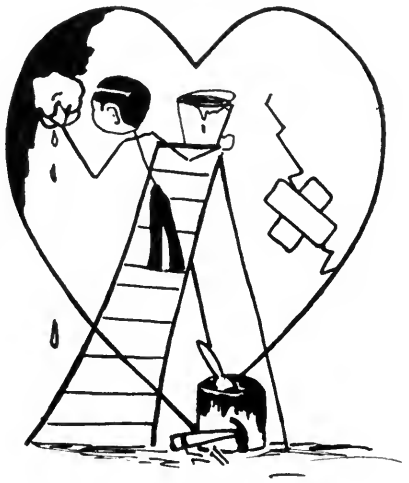
"It is now my pleasure to place upon your head this symbol of royalty. To the wonders of nature

(Continued on page 620)



Wood chopping and sawing contests are features of the program on the second day of the festival

St. Valentine's Day Is Coming!



Get out your heart, polish it up, mend it if you must, but be ready to wear it gayly on your sleeve on St. Valentine's Day—the day when Cupid must be fêted with a joyous party and valentines to old loves and new!

Invitations. Old things in the old way often fit best for Valentine's Day. If you want a party full of romance, old loves and quiet gayety, send out old-fashioned invitations with lace paper and ribbons and forget-me-nots and perhaps an invitation to come in old-fashioned costume or disguised as a famous lover. If the party is to be a smart, modern one, comic old-time valentines will set a gayer, more rollicking mood when made into invitations and used as decorations.

Decorations. The decorations, too, will need to fit the old-time theme. Red and white are St. Valentine's colors and you will find that cupids, paper forget-me-nots, pictures of famous lovers, and, most important of all—hearts—may be used in any number of ways. It will be fun to see how ingenious you can be. You might start by pasting two or more long strips of red crêpe paper together, fastening them to a cardboard heart frame (made of pieces pasted together) and then putting the giant heart up so that it completely covers the doorway. Cut a jagged and ragged opening in the center, reaching not quite to the floor, through which the guests can step into the party room. If they should tear it a little more in so doing, it does not matter. The opening was intended to be jagged.

Who Are You? Your guests may be Mary Jones and Tom Brown in real life, but at a valentine party they cannot be anyone so prosaic. Give each guest the name of a famous lover in history or fiction, giving men's names to the boys and women's names to the girls. Each must find his partner. If the group is not likely to know many of the historical and literary characters, use the simpler, more commonly known ones, as Micky and Minnie Mouse, Jack and Jill, Adam and Eve, with duplicates, or else use a poster with the list of lovers printed in large letters. Tack it on the wall so each may find the name of his lover if he does not know it.

Hearts Are Trumps. Give each guest ten beans and four or five cards bearing red hearts. These may be from decks of cards or pieces of paper made to look like cards. In addition to hearts there are several queens of spades. Partners score in pairs although they may buy and sell separately. When you say "go," buying and selling begins, each pair or individual attempting to buy high cards and sell low cards. Exchange is "sight unseen," so that the buyer does not see his purchase until it is paid for. Blow your whistle at intervals. Partners then rush to find each other and total their two hands. Any couple with black cards must put four beans in the "pot," which the highest scoring hand receives. Continue for several rounds, then give a grand prize to the couple with the most beans and the one which scored the highest hand in hearts during the game.

To My Valentine. Line guests up in couples in relay formation. There should be no more than five couples in each team lined up Indian file, girls behind the boys. When you say "go," the leader of each team dashes to a large sheet of wrapping paper on the wall (or floor) at the other end of the room and draws with crayon one part of a valentine — probably a heart or rectangular shape. The next in line adds one thing—perhaps an arrow,

Of course there will be a party on this festive day! It has been a "must" with young people ever since Chaucer's time —perhaps even from old Roman days. In those remote times names were drawn by chance from an urn on February 14th and couples so matched became valentines or sweethearts for a year. They exchanged presents and the young men performed services for their partners as did the medieval knight for his lady. Though many things have changed since those olden times, on at least one day each year time turns back and youth, unabashed, hangs up hearts and red and white streamers and freely admits the supremacy of Cupid and romance!

the next something else. Give the first team to finish a prize. The team with the most attractive or original valentine deserves one, too. Give each team a minute or two to plan the valentine before the race begins, if you like, with the assigning of "parts" for each team by the team leader. Valentines should be at least a foot or two in length. Arrows, lace edges, bluebirds, cupids, valentine greetings, flowers and small hearts can all be added to a basic heart or rectangular card shape or the valentine can be a modern or comic one.

Batting the Heart Around. Give the leader of each team an inflated red balloon. When you say "go," he starts to the far end of the room batting it with his hand. Balloons, like footballs, have tricks of their own. It will not be so easy as the participants think. When the balloon hits the far wall, the batter seizes it and carries it back to the second player who starts batting it. Prizes go to the first two or three winning teams. Three sizes of candy hearts will be sufficient reward, the largest for the first team, of course.

St. Valentine's Heart. Seat the guests in a circle with one who is to be leader standing in the center. The seated guests are numbered off. The leader says, "St. Valentine has lost his heart. Did you find it, Number 4, Sir?" Number 4 jumps to his feet and says, "Who, Sir? I, Sir?"

Leader. "Yes, Sir, You, Sir."

Number 4. "No, Sir, Not I, Sir."

Leader. "Who then, Sir?"

Number 4. "Number ...., Sir" (calling any player's number.)

The person whose number was called starts where Number 4 did, saying, "Who, Sir? I, Sir?" and the dialogue continues with Number 4 the leader. Any mistake causes the player to be out of the game. If the leader makes an error the one with whom he was conversing becomes leader and starts again, saying, "St. Valentine has lost his heart," and so on. The last player in the game wins. If the group is very large, divide it into two sections to play this game. A little rehearsal will start this game off quickly and you find it a gay one if played rapidly. He who hesitates is lost—and must drop out. The game need not be played to the end if doing so will drag it out too long. Give prizes to those left in the game when you stop it.

Lovers' Art Gallery. Divide the group up into small groups of five or six guests at a party for thirty or less, and into groups of ten for a larger party. Write the names of a pair of famous lovers on a piece of paper. Artists elected from each group come up to you, look at the names and dash back to their groups. Each draws the lovers whose names he has seen on your paper. He may use no letters or numbers, may answer only "yes" and "no" by nodding his head. When anyone in the group thinks he knows the names, he calls them out. The artist may have to make several sketches to portray his lovers. He may make a note of music or draw a book to indicate whether the lovers are in a song or a book or may sketch any other identifying objects which will help. When the lovers are discovered, another artist is selected in each group and the game proceeds as before. It is fun to exchange drawings to see the different ways of interpreting the lovers. Mickey and Minnie Mouse, Punch and Judy, Priscilla and John Alden, Romeo and Juliet, Hiawatha and Minnehaha, Paris and Helen are but a few of the possibilities. You may or may not give prizes for winning.

What Is There in Matrimony? Turn the artists' drawings over and give each group five minutes to write down all the words they can think of which may be made out of the word "matrimony." Check the longest list to make sure all the words are in use and none are repeated. They will find there is quite a lot more in matrimony than they thought.

Whom You Should Marry. Ask the groups to call out the girls whom the following men should marry:

Garage man—Ethel	Humorist—Sally
Florist—Rose, Lily, Violet, etc.	Doctor—Patience
	Fisherman—Nettie
Bell-ringer—Nell	Sexton—Belle
Horse racer—Betty	Farmer—Tillie
Minister—Mary	Furniture dealer—Sophie
Cobbler—Peggy	Architect—Bridget
Dancer—Grace	Chemist—Ann-Eliza
Realtor—Lottie	Athlete—Laura
Lawyer—Wilma	

"Love is Blind." "Love is Blind," they say; so to see how blind, give one person in each group a large paper bag—size 20, if you ask a grocer for it. "Scrunching" it in around the neck will keep the blind lover from looking down his nose at the floor. The rest of the group forms a circle about the blindfolded person. Scatter three or four paper hearts on the floor within the circle. When you blow your whistle, each group tries to tell its blind lover where to go to put his foot on a heart, but they may not touch him. As soon as he steps on a heart it is removed, and he is guided

by verbal directions to the second and third and so on. The first to find his way to the four hearts wins a prize for himself and his helpers.

Breakng Your Heart. Now select two boys. Tie a balloon on the back of each by strings around their waists. Give each a roll of newspaper as a club. Each tries to break the other's heart. If this seems liable to be too rough or vigorous a game for your party, select six boys and girls (or several of each) to see who can break a heart the quickest by blowing up a balloon until it breaks.

Rivals. Cut a strip of paper—preferably wrapping paper because of its strength—about twelve feet long. This may be done by pasting shorter sections together. The strip should be three to four inches wide. Find the middle and paste a narrow red ribbon or draw a red mark across it. Paste a few small hearts down each strip, placing the same number in the same relative position on each side of the center. On "go" two girls start cutting their way to the center or the "man." When they come to a heart they must cut it out neatly before they can go on. The first to the center is Queen of Hearts. Now do the same with the boys. The winner is the King of Hearts. These two are enthroned in state and act as judges for the next game.

Famous Lovers. Divide the group up into smaller groups of five or six if the party is a large one, and into couples if it is a small one. Give each group or couple the names of a pair of famous lovers and allow them five or six minutes to work out a skit portraying that couple. They may use words or not as they choose. Other groups try to guess. The King and Queen of Hearts award prizes for the two cleverest skits.

Knights of Old. In olden times knights did great deeds to prove their worth. While dragons cannot be brought to the party, you can pit the boys against each other in the ring before the ladies. Select eight or nine girls and provide each with a downy feather from the chicken yard or borrowed from a pillow. (Dye the feathers red if you can—or use white ones.) Each girl gives a feather as her "colors," to a man of her choice. At the other end of the room opposite the boys, who line up side by side but two or three feet apart, is a string strung across the room about five feet from the floor. From it hang eight or nine heart frames, one for each boy. On "go" each tries to blow his feather through his heart. He may not touch the feather with his hands, except when it has touched the floor. He may then lift it to the level of his mouth and start it up again.

Valentines. Some time during the party there must be valentines. Perhaps you will tell the guests to bring one as a ticket to Romance or you may give the guests ten minutes to make them from material at hand. Cut out a number of cardboard hearts of various sizes for patterns and have crayons, red and white paper, lace paper doilies, ribbon, pencils, paste and scissors available. Large groups will not be able to do this easily unless broken up into smaller groups who make a group valentine from materials you provide. Distribute the valentines from a post office, a box, or have a Paul Jones in which couples exchange valentines.

"Let Us Be Dancing." Use any of the play party games (really dances) and square dances described in *The Barn Dance Returns* * or in *The Square Dance—A Social Recreation Aid* by G. H. Harrison in the September 1937 issue of RECREATION. Try the Virginia Reel or Pop Goes the Weasel as a stunt, even if your party is mainly devoted to social dancing.

Social Dance Games. Your valentine party may be a dance, and for older boys and girls this will be more than likely the most popular kind of party. But a game or two chosen from those mentioned, a square dance and a few songs will make the party more interesting.

You can make ordinary dances novel and festive by introducing social dance games in keeping with the theme. Announce a *Balloon Dance.* Tie a balloon on the wrist of every girl or on her ankle. If you tie it on her ankle, provide 18 inches of string so that there is no danger of her being stepped on. Each couple attempts to preserve its heart while attempting to break others. When a heart is broken the couple owning it must leave the floor. Give a prize to the owners of the last heart on the floor. *Heart Numbers* is another dance game. Give each person a numbered heart. There should be several duplicates of each number. When the music stops the leader calls out a number. All persons with that number must leave the floor. This may leave several boys or girls without partners dancing. They couple up or dance alone until another number has been called which leaves them a partner. *Unlucky Valentine* does not eliminate couples from the floor. A sturdy valentine is made and the dancers pass it

* National Recreation Association. $.15.

(Continued on page 621)

Some Sports and Their Development

By AGATHA VARELA
Washington, D. C.

With this account of the origin and development of the game of polo we complete the series of articles on the history of a number of sports, the first two of which appeared in the October and November issues.

IN AMUSING contrast to our complicated modern method of conferring political plums, stands the far simpler and apparently entirely satisfactory system of the ancient Persians. They merely picked as their highest officials the men who could play the best game of polo! In the army as well, which consisted almost entirely of cavalry, no officer was promoted who could not demonstrate skill in the game.

When the United States was founded no such political plans came up for consideration, for the game of polo was not known in the English speaking world until 1869, although it had been the entertainment of the Far East since five hundred years before Christ.

Persia the Birthplace of Polo

The first polo game of which there is any record was played in the sixth century, B. C., but obviously the sport was well-established, for the game was played by Persian ladies with four on a side, mounted on finely bred ponies and using mallets similar to our modern ones.

One of the greatest Persian polo players was King Shapur, a member of the strong Sassanian dynasty. Before Shapur's birth his mother had fallen into disfavor with her husband, King Ardashir, so that the King was not told that he had an heir. Shapur was raised as befitted a prince, without being aware of his station, and when he was grown to a man's stature his father was told about him. The old King's heart burst with pride at the knowledge, but to prove the lad he ordered that he should play in a polo game before the court. This Shapur did, and his father was at once able to recognize the Prince by his skill and daring. From then on, he was given an honored place at court, and when old Ardashir died he ruled in his stead.

The most romantic setting for any of the ancient Persian games was the court of Chosroes II. This King fell in love with and married a beautiful Christian maiden, Shireen. Through her life, the King remained faithful to her alone and built her a gorgeous palace at Ctesiphon, decorated by artists from all over the world, adorned by rich and rare tapestries, mosaics and marbles. Upon the green slopes of the garden of this wonderland, the beautiful Shireen with her attendants, looking, as one Persian poet described her, "like the moon playing with her stars," would often match themselves in a polo game against the King and his courtiers.

From Persia to China

At about the time that Chosroes and Shireen were playing their idyllic games, polo was being carried by wild invading hordes east from Persia, the land of its birth, across Central Asia to China. There as well the game seems to have struck the fancy of the rulers, and polo came to play a large part in court life. The emperors themselves played and required their high officials to play also. When the oldest and weakest would fall from their ponies with exhaustion, the emperor would roar with laughter and the empress and her ladies would clap their hands in glee. Yet the game of the rulers themselves could never be criticized. One of the emperors went so far as to have an important statesman beheaded for daring to make tactless remarks about His Majesty's manner of playing. Another died from an illness which seized him while playing. There was still another emperor who was playing one day when his pony bolted under the eaves of a very low veranda, and left his Imperial Majesty hanging there clutching the roof frantically. When lowered gently to the ground, his wary courtiers perceived that the distressing incident had in no way injured His Majesty's good humor, so with the innate sense of the fitness of things that all courtiers possess, they perceived that a cheer was appropriate. Throwing back their heads and drawing deep

"In spite of the monopoly of polo by the West today, travelers in the East tell us that the rude, primitive inhabitants of the hill countries of southern Asia still play the ruthless, desperate game which their nomadic ancestors had brought from the courts of Persia some 1,200 years ago."

(Continued on page 622)

Engineering—Material and Human

By V. K. BROWN
Chief, Recreation Division
Chicago Park District

I HAVE BEEN wandering around the offices this morning in a sort of mental restlessness, wondering how to get started on this story. After it gets going, I know it will tell itself. The only difficulty is to hit the take-off board.

You see, it's to be a story about my boss, the General Superintendent, so it must needs be reasonably dignified. On the other hand, it's a story about a friend and pal to whom we are all devoted, every one who knows him, and you just can't be solemn and statistical if you are to make a living picture of anyone as vital and many-sided as George Donoghue. His driving energy, his sparkling wit, his instant sympathy and ready insight into any situation which may arise, give him a sort of living fluidity without which any portrait would fail in its intended portrayal.

GEORGE DONOGHUE

In his student days at the University of Illinois School of Engineering he achieved the nickname of Tim. Despite his present dignity as General Superintendent of the Chicago Park District, he loses nothing of respect because his subordinates think of him and even address him as George. In familiar, and even in most official conversation, he calls us by our first names or nicknames. He has that quality of putting a person on terms of easy and familiar friendliness almost on first acquaintance, but quite certainly on a second or third meeting. That faculty is worth mentioning here because it is significant of a personality and attitude at once sincere and genuine. There is a homespun sort of friendliness of spirit which always characterizes those folks with whom one finds it easy to get acquainted. That characteristic isn't always associated with ability in other directions. It isn't by any means common among men who possess also a genius for preserving discipline in an organization. But when a man can mount to high executive responsibility, and still retain that sort of approachability, surely it is worth mentioning as proving that he has something "on the ball." And in George Donoghue's case it deserves mention as an index to the amazing versatility which is one of his outstanding qualities.

For as a student in Illinois Tim Donoghue was specializing in a study of engineering, with its emphasis on mathematics, the calculation of loads and stresses, structural supports and braces, and all of those other technicalities which are so mysterious and bewildering to most of us laymen. But at the same time he was prominent in the social life of the University. He instituted their first student circus, he participated in the dramatic productions, and because of his humanness in general he was one of the outstanding figures in college life.

That was significant because it was prophetic. When he was later Chief Engineer of the Lincoln Park System, he had to battle the problems of shore protection against the storms of Lake Michigan. He had to solve all the intricate problems of park construction and maintenance. But even outside of his technical responsibilities he was drawn by something in his nature which would not be denied into the human service phase of operations. The playgrounds intrigued him. The community houses engaged his attention. It wasn't long before the recreation program of the District was turned over to him, and in the ath-

letic councils of the city George Donoghue, the Chief Engineer of Lincoln Parks, represented the Lincoln Park System.

We had a city Amateur Athletic Federation in those days. Its delegate membership represented every public and private agency in Chicago. Most of them were professional coaches or directors of athletics, of long standing in the profession. George never served as a coach. While he engaged in athletics as a student in his school days for the fun of it, he never specialized particularly in athletic competition. But within a short time he was the leading spirit in the Athletic Federation's sessions. He possessed a vast amount of information on the subject, and had a very lively and intelligent interest in it. Every branch of athletic activity found in him an enthusiastic supporter. I have had direct charge of the department of the parks promoting athletic programs for a good many years, but if a question of history or athletic personalities comes up which I cannot answer offhand from memory, I have only to consult his amazing memory to get the answer today. Inevitably this interest, which has been a hobby with him, led to an increasing recognition, to his appointment as official in national championship meets and in the Olympic Games, and ultimately to his presidency of the Central Association of the National A.A.U. He has not gone further in honors given by the National A.A.U. only because the pressure of other duties made it impossible for him to accept repeated proffers of preferment.

This preoccupation with athletics is another evidence, merely, of the broad humanness of the man. He revels in the atmosphere of striving, the intensity of purpose and effort which obtain in the field of competition. He isn't a rabid partisan, even as a loyal alumnus, for the Illini, but he does enter whole-heartedly into the eagerness of spirit with which youth pours out its utmost in competition.

It has been our great good fortune in Chicago that two outstanding engineers in official position in the Park System have been so human at heart. Frank Foster was the Superintendent of the South Parks who, in planning park expansion, conceived the community fieldhouses in an effort to make that expansion serve more intimately the life needs of the people of the city. George Donoghue intensely admired Mr. Foster as the pioneer. Upon Mr. Foster's death, he succeeded to the position of Superintendent of the South Parks. Mr. Foster's picture has ever since hung in his office opposite his desk, and he says in all seriousness that he frequently looks up to that picture to get the inspiration he needs to meet some pressing problem.

But if Mr. Foster, as an engineer, first conceived the need of a broader human service in the parks, George Donoghue has supported and molded the development of public recreation as a recognized integral part of the park system's operations. He has never permitted himself to become so engrossed in his material or administrative problems as to lose interest in making the entire park equipment and organization an agency of service to the people. The landscaped vistas are to him a means of bringing beauty into the drab ugliness of city life. After the winter storm of a few years ago which tore great gaps into our lake shore, washing away walks and drives and plantations along the new made strip of land on the south shore, a sea wall of huge blocks of stone, heavy enough to defy the waves of the future, was piled along the shore. It was primarily an answer to an engineering problem. But repeatedly, as we have passed by these tumbled stones, he has pointed out to me the fact that they have a rugged beauty of their own. In the flat monotony of our city, they introduce a touch of jagged and massive strength which our smooth sand beaches lack. He thinks they contribute to the interest of the lake shore landscape. They serve their engineering purpose, but they have a human significance, as well, and I think that if one should ask him to define his profession as an engineer he would say that it was the profession of building materials into the service of human needs.

Certainly we have always found him ready to lay aside a material problem, however urgent it might be, if any human problem in the parks was so pressing as to need immediate attention. His suggestions have inspired many an adaptation of our service. We have never gone to him with an inspiration of our own promising an extension of our service, without finding him immediately responsive and completely sympathetic. He always understands the things we are dimly groping toward, and almost without exception his thinking clears away some of the difficulties with which we are still laboring, and forms an essential and valuable contribution to our planning. He never merely listens without offering some additional contribution of his own, and many of the features of our service have been his own original suggestions.

Leadership of this sort is an inspiration to the whole park organization. Himself the very soul of loyalty, he inspires a loyalty by taking it for granted in others. He is no less loyal to his Board of Commissioners and the men under his direction than to his church and its ideals. There is something fine about such an attitude that brings to the surface the fineness in those who work under such a man's direction. You just can't let a man down when he puts you on your honor. He assumes that you are going to live up to the best there is in you, and such an assumption forces that best to the surface.

Perhaps this attitude of his is a result of his own life history. When he started at work as a young engineer, it was under the direction of Edward J. Kelly, now Mayor of the city. Mr. Kelly apparently had an instinct for selecting men of unusual promise. A long list of men now outstanding in the city went to work for him in their early careers and were given opportunity to prove themselves. He heaped responsibilties on them. He made them work like mad. He gave them the toughest assignments as trouble-shooters. But he succeeded in making men of them, and one after another they attribute their later success to the chance he gave them. George was one of these products of the Kelly school of training, and like the other men who had similar experience, he is devoted to the quality of manhood and of character which he knows so well in his friend, the Mayor.

Later, when Mr. Kelly was President of the South Park Board, George was General Superintendent during the period of park expansion when the lake shore acreage was under construction. The problems of that construction were critical. For miles along the shore line filling operations were progressing, and a new water front was being formed dedicated to beautifying the city, but also demanding a bulwarked frontage strong enough to withstand the shock of winter storms driving great ice floes against the flimsy man-made ramparts built to protect the fill. There were problems of a soft and yielding clay bottom which had a tendency to squeeze out from under the fill because of pressure. There were problems of highway and bridge construction, to be installed above a yielding lake bottom. There were problems of adjustment of differences with the keenest minds which some of the great corporations of the city could engage to fight their battles for them, selected attorneys for the railroads, men chosen for their ability to drive shrewd bargains on behalf of their clients. They had to be met in mental combat and persuaded into signing satisfactory contracts. The new Superintendent, representing the people of the city, must sit around the table with some of the keenest legal minds of our largest corporations, matching his legal inexperience against their long training in driving advantageous bargains. It was another trouble-shooting job to which President Kelly of the Park Board summoned the engineer whom he had entrusted with responsibility before.

Together the President and the Superintendent began to analyze the contracts offered them. Concealed in legal phrases, they found places where they felt the interests of the people of the city were jeopardized, and loyal to their clients—the people—they began the long battle of safeguarding the public interest. The President of the Board received no salary at all, the Superintendent only a modest one. Across the table from them sat men commanding six-figure salaries by virtue of their próved abilities. But when the final signatures were attached, there was among the representatives of the corporate interests an amazed, if not almost bewildered, respect for the keenness of the minds opposing them, and for the loyal devotion to the public well-being which inspired those minds. The contracts were written and rewritten, but at the end they safeguarded the interests of the people of Chicago. How well that safeguarding was accomplished has been proved repeatedly in the years that have since elapsed.

The South Parks are no more. Three years ago they were consolidated with twenty-one other formerly independent park boards of the city into a single metropolitan system—the Chicago Park District—and George Donoghue was immediately appointed General Superintendent of the consolidated system. The former President of the South Park Board had been drafted by that time into the Mayor's chair, to fulfill the unexpired term of Mayor Cermak after

(Continued on page 622)

A listing of the organizations in which Mr. Donoghue holds membership will show how broad are the interests of the man who is heading Chicago's parks: Delta Tau Delta (college fraternity), American Society of Civil Engineers; Rotary Club of Chicago; Illinois Athletic Club; Honorary member of the Chicago Athletic Club and of the Chicago Yacht Club; member of the Calumet Council K. of C.; Vice President, American Institute of Park Executives; President, Central A. A. U.

The Red Mask Players of Danville

This is the story of a community project established not to sponsor a few amateur actors in public appearances, but to develop a great group of amateurs producing plays for the fun of it, and to satisfy the desire of the citizens to see good drama.

By ROBERT L. HORNEY
Superintendent of Recreation

EARLY IN THE FALL of 1936, the Department of of Recreation of Danville, Illinois, began to formulate plans for the development of a little theater. Great care was taken at the beginning to make it clear that the theater was to be a civic, or community, organization. Not only was everyone to be welcomed to its performances, but citizens who previously had had no connection with an established organization were to be especially urged to take an active part. This was stressed because so many attempts to establish theaters had failed because the club starting the theater had tried to keep the inside of the organization close within its membership. We believed that to be worthy to be called a civic organization the theater must give opportunity to all the talent in the community.

A fairly thorough survey of the community had revealed to us a real need for such a project and an interest in it. The Recreation Department was, through the community center drama program, in a small way, taking care of many boys and girls of high school age and of young adult men and women. Our concern now was for the promotion of drama among the many groups and hundreds of individuals in the community whom we were completely failing to reach. As in similar towns of this size there were already many organizations dabbling in dramatics and putting on an occasional play or minstrel. The survey revealed to us that many of these people who were receiving a little experience, and many more who were getting no opportunities at all, were eager for a real chance to try their talent.

How the Plan Developed

A date was set for the initial meeting to which twenty-five representative citizens were invited. These representative people were not necessarily potential actors, but people who had at some time expressed an interest in civic drama. The purpose of the Little Theater was explained and discussed freely. On that evening a second meeting date was set. At this time all interested were to return and bring others interested for the express purpose of building a definite organization. Out of this group meeting a board of twelve directors was elected to serve a minimum one-year term and a maximum three-year term. Active officers and a director of productions were elected for a one-year term of office. This newly elected group drew up the constitution for the organization.

With the Little Theater the possessor of a constitution, officers and directorate, the next step was the appointment of various committees, such as Executive, Play Reading, Casting, Productions, Publicity, House, Membership and Finance. We were conscious of the fact that no group could grow satisfactorily unless many people were kept busy.

And now the question, "What of the program?" What would membership in this group have to offer a citizen of the community? What was the group actually intending to do? We had no intention of rushing out to get a long list of names on the membership rolls the first year. We wanted to start slowly, with genuine enthusiasm, and carefully build this into a large interest throughout the community.

We Begin!

We were fortunate in securing the services of an exceptionally fine director of productions—a woman with years of professional drama experience, including Chautauqua work, who had already established herself as a person of ability. Her knowledge and experience, combined with that of others, gave us the nucleus for a program committee. The program set up by this committee which was initiated in January, 1937, included the following: The Art of Make-Up, a practical

(Continued on page 624)

The Elementary School of Tomorrow

By N. L. ENGELHARDT

In this article, reprinted by courtesy of *Childhood Education,* Professor Engelhardt of Teachers College, Columbia University, envisions a school which will make up to children the contacts with nature which civilization is denying them. The drawings were prepared by Harrison and Fouilhoux, Rockefeller Center, New York City.

IF THE school children of the next generation had a chance to choose the kind of elementary school which they might wish to attend, what would be their choice? Would it be a mere group of conventional classrooms on a congested city site, or would it be one of the highly institutionalized types of buildings which are to be found in many of the small communities? I imagine that tomorrow's school children would tend to choose open spaces where there is an abundance of grass and where a brook flows between hillside and meadow. These children will want the sunlight, the flowers, the greensward, the shadows of the trees, and the inviting openness of natural surroundings.

The Site

Diagram I shows the site of the school of tomorrow with suggestions of what children may find thereon. There is a thought that children should have contact with all that nature provides in plant and animal life. So on this site are many trees, and an open lake for skating and for sailing contests with miniature boats. Here children may swim or may develop an outdoor aquatic garden in which all of the aquatic plants of the area may be grown. There is a fish pond and a hatchery which may serve far better for teaching purposes than the little gold-fish aquarium to be found in the average school of today. There are corrals for pets of various kinds. These pets may find their way from time to time into classrooms where their habits of living may be observed more closely. In these corrals provision will be made for their proper care even outside school hours.

Gardens have been shown on this plan and, as need arises, other parts of the acreage may be devoted to this purpose. A rendezvous for Boy Scouts, or other types of boys' clubs, for Girl

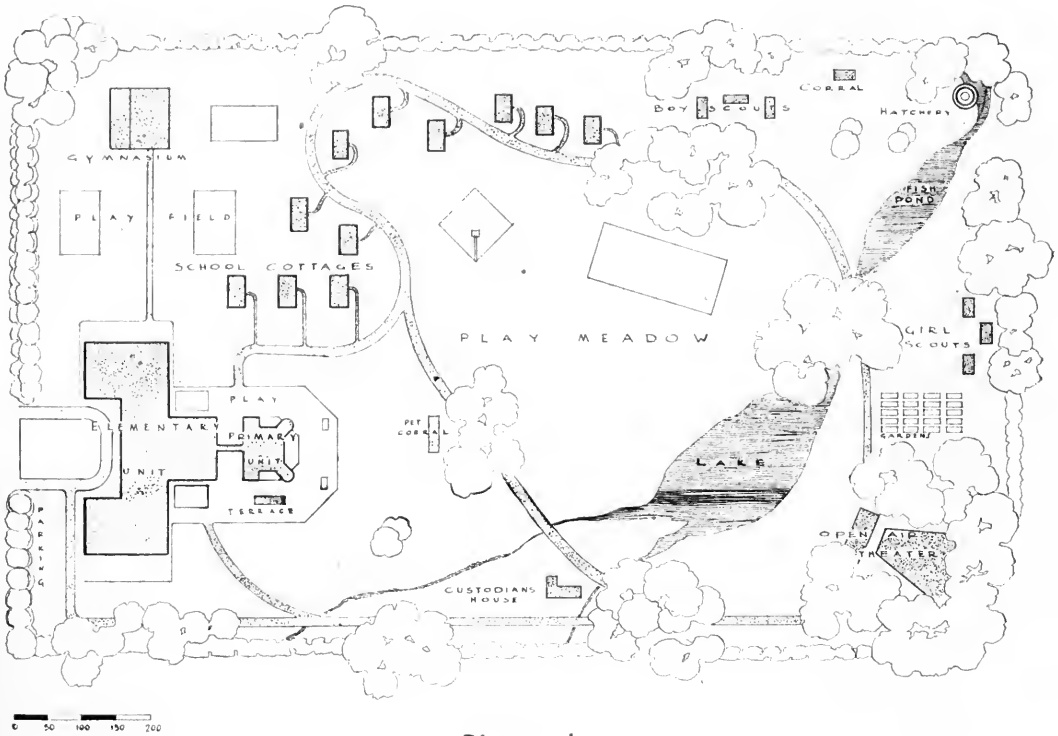


Diagram I

Scouts, and for like organizations has been included. An open-air theater, approached through proper drives, nestles among the trees in one corner of the site. A custodian's house has also been provided. Here the custodian will live because this school will need constant observation and protection. Play opportunities are indicated in the play meadow with its open fields as well as planned game sections, in the play fields of regulation size for various games, and in the enclosed gymnasium structure apart from the main building.

The Schoolhouse

The schoolhouse occupies a relatively small part of the entire site. It has been conceived in two parts which have been named "primary unit" and "elementary unit." Perhaps a better name for the primary unit is "the house of childhood," unless this name should be applied to the whole structure. About the primary unit will be noted terraces for work and play. Along the winding road leading away from the main structure will be found a group of school cottages. The number indicated here is not as meaningful as the character of the cottage itself as outlined in Diagram III.

Diagram II outlines the main school building, together with its adjoining primary unit. An auditorium, numbered 1 on the plan, is shown, surrounded by large rooms serving the specialized purposes of the fine arts, industrial arts, and household arts. The classrooms, numbered 2 on the plan, have been thought of as opening out upon terraces of their own. Between each pair of classrooms is to be found a workroom in which the school will place the equipment required to serve the needs of the program which is being advanced. Open play courts have been indicated on this plan.. These can be used as out-of-door

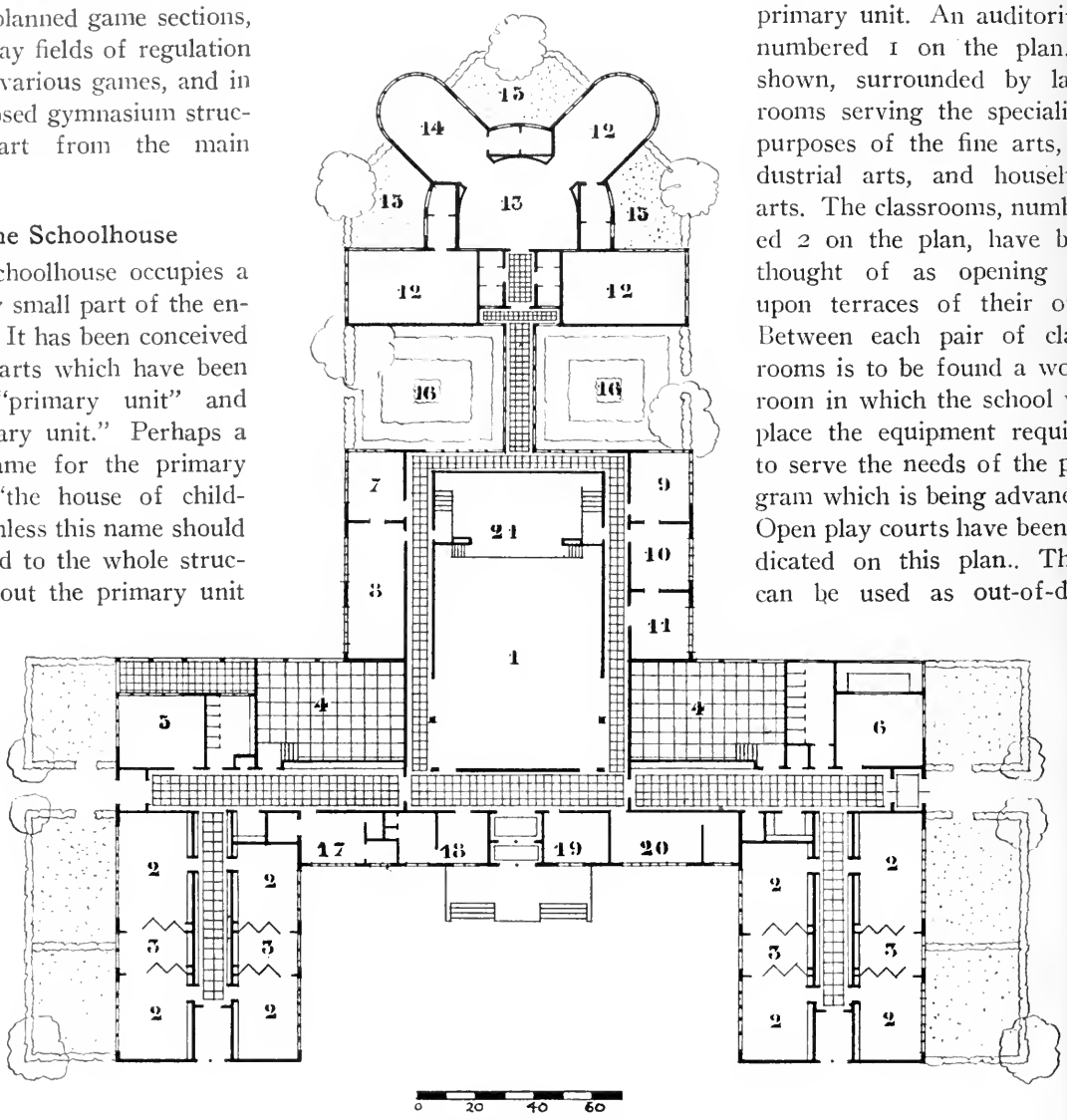


Diagram II

Number	Unit	Size
1	Auditorium	56′ x 72′
2	Class Rooms	23′ x 28′
3	Work Room	14′ x 23′
4	Open Play Court	35′ x 50′
5	Class for Anemics	24′ x 30′
6	General Science Room with Conservatory	30′ x 36′
7	Art Room	20′ x 24′
8	General Shop	20′ x 46′
9	Millinery Room	20′ x 24′
10	Domestic Arts Room	20′ x 22′
11	Class Rooms (Primary Grades)	24′ x 40′
12	Kindergarten	24′ x 40′
13	General Work Room	30′ x 40′
14	Kindergarten	24′ x 40′
15	Outdoor Class	22′ x 34′
16	Outdoor Play Areas	40′ x 50′
17	Medical Clinic	18′ x 22′
18	General Office and Principal's Office	18′ x 30′
19	Teachers' Room	18′ x 22′
20	Library and Work Room	18′ x 44′
21	Stage	30′ x 44′

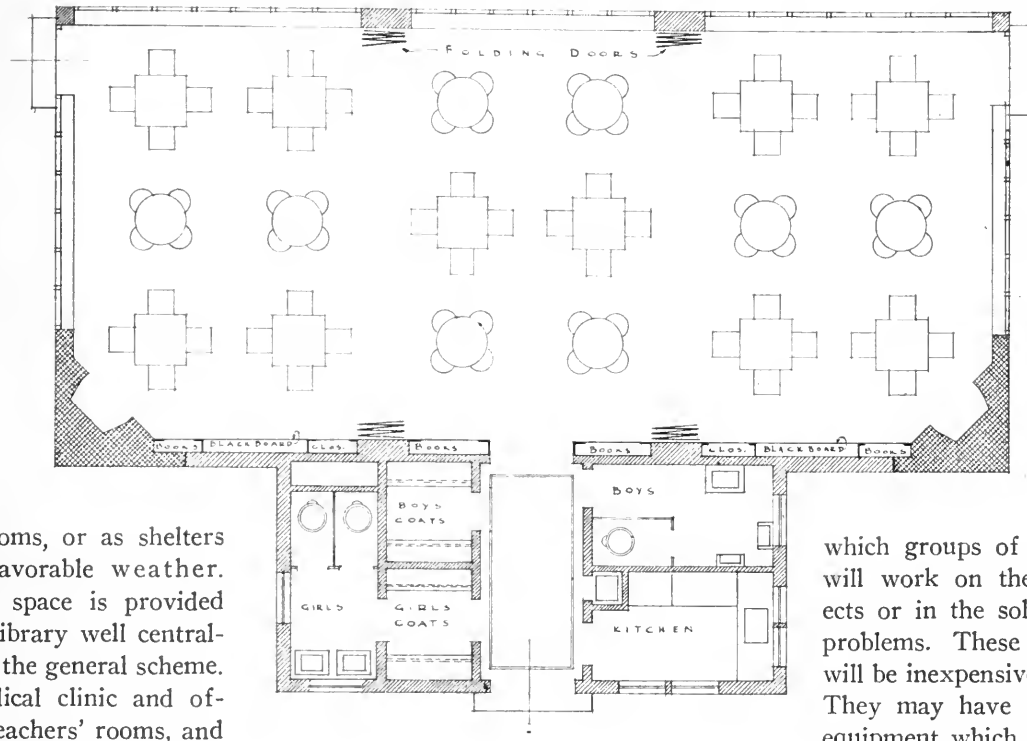


Diagram III

classrooms, or as shelters in unfavorable weather. Ample space is provided for a library well centralized in the general scheme. A medical clinic and offices, teachers' rooms, and pupil service rooms have also been indicated. This central unit may be of more than one story. It may be expanded freely to meet the needs of larger groups. It is not expensive to build and its very nature suggests freedom of human development in the educational program.

The primary unit, located to the rear of the main unit, makes provision for children of the kindergarten and early grades. There is a central room which may be used in common. It has been called a general workroom. The classroom spaces are well lighted, well served with cloak and toilet facilities, and open directly upon terraces where the smaller children may be under the direct observation of the teachers from the classrooms. The central room, lighted in monitor fashion, may serve as a general gathering place for music, drama, and social events, as well as a general workroom. It is available for both parents and children.

School Cottages

Diagram III furnishes one suggestion of what the school cottages along the winding road may be like. They have been thought of as places in which groups of children will work on their projects or in the solution of problems. These cottages will be inexpensively built. They may have only the equipment which the children make. The rooms may be decorated by the children according to their own plans. Here groups will be found discussing their work, learning to mingle socially, and living in a real world of their own. There may be few or there may be many cottages on this school site. Even the cottages may in some cases be planned by the children and built by them. In other words, this school encourages the creative; it recognizes the many activities of man, and suggests educational growth out of contact with man's activities rather than by merely learning about them as often is the case.

Prophecy is always audacious. The school of tomorrow which many of the readers of this article will plan may be quite unlike this school. It seems reasonable, however, to suppose that most of those who plan for tomorrow will think of the school as taking its rightful place in the entire community. It must be an attractive spot; it should certainly take advantage of all that nature affords; it should think of children as human beings living a meaningful, happy and successful life, and it should provide a maximum

(Continued on page 625)

"Probably the school of the future will serve a substantially larger proportion of the population than it does now. With the trend toward community and school planning and the spread of the conception of education as continuous throughout life, schools will probably serve as cultural and recreational centers for the community as a whole." ***Russell A. Holy,*** **Ph. D., in** ***The Relationship of City Planning to School Plant Planning.***

With the Union County Camera Club

The Union County, New Jersey, Camera Club is the immediate outgrowth of the first amateur photo contest sponsored by the County Park Commission in 1936. The number of entries submitted for the contest indicated that there were many residents of the county seriously interested in amateur photography, and the quality of their work showed a great deal of artistic ability.

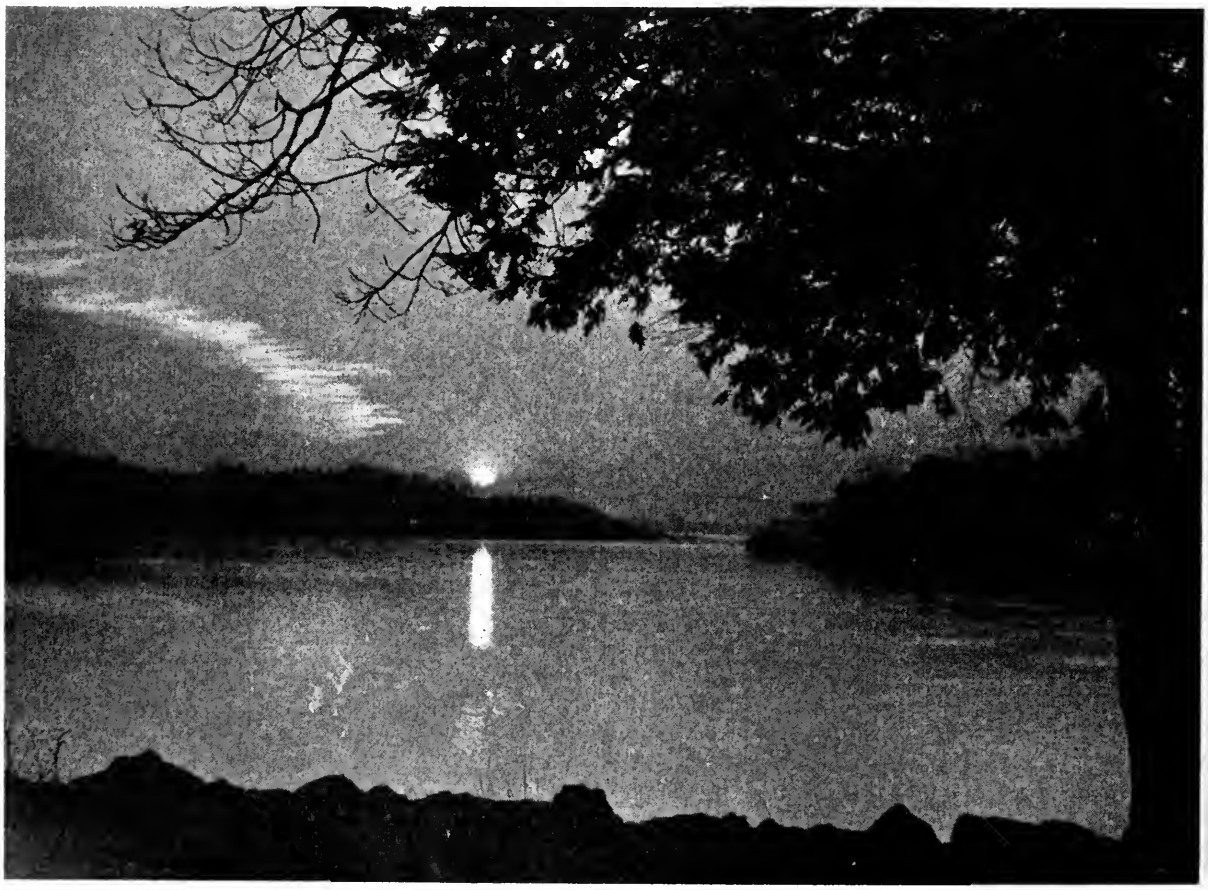
The Recreation Department of the Park Commission, feeling that a club would help increase interest in this hobby and develop individual skill in the use of a camera and of a dark room, took steps to promote an organization by calling a meeting for September 30th at the Administration Building in Warinanco Park. At this meeting F. S. Mathewson, Superintendent of Recreation for the Park Commission, outlined plans for the proposed organization. The sixteen camera enthusiasts who attended despite bad weather voted unanimously to start the Union County Camera Club.

The first meeting was held on October 14th with thirty-eight charter members in attendance. Since that date the club membership has increased to about eighty, attendance at meetings averaging forty-five. The club meets twice a month, the meeting on the second Wednesday of each month being devoted to a business session and to lectures on various phases of photography. A monthly competition among members is held on the fourth Wednesday. After the judging each print entered is criticized by some member qualified to pass judgment on the merit of the photographs.

That the formation of the Union County Camera Club by the Recreation Department "started something" among camera hobbyists is evidenced by the fact

(Continued on page 625)

"Sunset Serene" by P. G. Kellinghausen, Elizabeth, N. J., won second prize in a Union County camera competition



Winter Outdoor Sports in St. Paul

The St. Paul, Minnesota, Department of Parks and Playgrounds has planned a winter sports program for the play centers of the city which will appeal to a variety of tastes and interests. It is to be hoped that the fickle "Weather Man" will think sufficiently well of the program to permit it to go into effect! In any event the city will be prepared to take immediate advantage of any ice and snow which may be vouchsafed!

THE WINTER sports program planned for the play centers of St. Paul, Minnesota, by the Department of Parks and Playgrounds offers a wide variety of activities and will appeal to many interests.

Skating

The general skating season will, it is hoped, open on Christmas Day and will continue until the middle of February. Among the scheduled events in the program are school children's ice races sponsored by the Fourth District American Legion at the community playgrounds and major ice races at Como Lake every Sunday afternoon. There will be tobogganing at two parks and sledding and sliding for children at all of the playgrounds as well as at the city parks. Sliding hills will be built of snow where natural hills are not available. Skiing events will be scheduled at four parks, with jumping at two.

In a number of districts broomball leagues will be organized for boys thirteen years and under, and boys sixteen years and under. Ice baseball will be organized at each rink, and the game will be taught and played on every Saturday morning.

This game brings into use the hockey puck and hockey stick handled by a player on skates instead of equipment consisting of a ball, bat and spiked shoes. It is designed for good players, both boys and girls, and it may be a co-recreational activity. It develops skill in handling the puck and in skating for hockey play. The leagues for boys or girls sixteen years of age and over and the Co-recreational League will be on a city-wide basis.

Beginners' Interplayground Skating Meet

On January 2nd at Como Lake the beginners' interplayground skating meet will take place. Each playground rink will be represented by one speed skater in each class. Representatives will be expected to participate in all events for their classes.

Classification

Boys 10—11 years	Girls 10—11 years
Boys 12—13 years	Girls 12—13 years
Boys 14—15 years	Girls 14—15 years
Boys 16—17 years	Girls 16—17 years

Eligibility. Any boy or girl who has never won any medals in any city major skating meets before or during the 1937 season is eligible. All contestants must register at the warming room before 2:00 P. M. and receive their numbers.

Age Definition. If a boy's or girl's sixteenth birthday occurs on or before January 1, 1938, he or she is not eligible in the 14—15 year class, and so on in the other classes.

Events and Program

Events for boys 10-11 years—100 yards; 1/6 mile
Events for boys 12-13 years—220 yards; 1/4 mile
Events for boys 14-15 years—220 yards; 1/4 mile; 1/2 mile
Events for boys 16-17 years—220 yards; 1/4 mile; 1/2 mile
Events for girls 10-11 years—100 yards; 1/6 mile
Events for girls 12-13 years—220 yards; 1/4 mile
Events for girls 14-15 years—220 yards; 1/4 mile; 1/2 mile
Events for girls 16-17 years—220 yards; 1/4 mile; 1/2 mile

The order of events will be as follows:

1. Boys 10-11 years—100 yards
2. Girls 10-11 years—100 yards
3. Boys 12-13 years—220 yards
4. Girls 12-13 years—220 yards
5. Boys 14-15 years—220 yards
6. Girls 14-15 years—220 yards
7. Boys 16-17 years—220 yards
8. Girls 16-17 years—220 yards
9. Boys 10-11 years—1/6 mile
10. Girls 10-11 years—1/6 mile
11. Boys 12-13 years—1/4 mile
12. Girls 12-13 years—1/4 mile
13. Boys 14-15 years—1/4 mile
14. Girls 14-15 years—1/4 mile
15. Boys 16-17 years—1/4 mile
16. Girls 16-17 years—1/4 mile
17. Boys 14-15 years—1/2 mile
18. Girls 14-15 years—1/2 mile
19. Boys 16-17 years—1/2 mile
20. Girls 16-17 years—1/2 mile

Scoring. The winner of first place in each event will be credited with 30 points, second place 20 points, third place 10 points.

The total points of all events in each class will decide the class winner. In case of a tie in total points in a class, the winner of the longer race will be given an extra 5 points.

Awards. A suitable pennant or trophy will be awarded to the playgrounds winning first, second and third places in the meet, figured from the sum of the total points won by the representatives of each playground.

Playground Carnival Queen's Selection Day

January 22nd will be a gala day at Phalen rink when the queen will be selected. Any boy or girl representing a playground may participate in the events in their respective classes. There will be no limit to the number who may take part from any one playground.

The program will be as follows:

Skating

Boys 10-11 years of age—one lap race
Girls 10-11 years of age—one lap race
Boys 12-13 years of age—two lap race
Girls 12-13 years of age—two lap race
Boys 14-15 years of age—three lap race
Girls 14-15 years of age—three lap race
Boys 16-17 years of age—four lap race
Girls 16-17 years of age—four lap race

Sledding

Boys under 10 years of age—slide for distance on sled
Girls under 10 years of age—slide for distance on sled
Boys 10-11 years of age—slide for distance on sled
Girls 10-11 years of age—slide for distance on sled
Boys 12-13 years of age—slide for distance on sled
Girls 12-13 years of age—slide for distance on sled

Skiing

Boys 12-13 years of age—skiing downhill for distance
Girls 12-13 years of age—skiing downhill for distance
Boys 14-15 years of age—skiing downhill for distance
Girls 14-15 years of age—skiing downhill for distance
Boys 16-17 years of age—cross country skiing from near the skating rink over the fairway of golf course toward Gillette Hospital and return
Girls 16-17 years of age—same cross country as for boys 16-17
Boys 14-15 years of age—cross country race on skis from the skating rink up and around old water tower and back
Girls 14-15 years of age—same as for boys 14-15

Tobogganing. There is no age limit set for participants in this event, the only requirement being that each participant shall represent a playground.

Short toboggans, under 7 feet, with 2 persons on each. Slide downhill for distance.

Medium length toboggans, not over 10 feet, with 3 persons on each. Slide for distance.

Long toboggans, over 10 feet, with no limit set for persons on each. Slide for distance.

Novelty Events on Ice. For boys and girls, members of Young Peoples' Clubs, 16 years and over, representing a playground.

Pushmo-Race: Girl on skates, boy without skates; boy pushes girl while she stands still on skates.

Chariot Race: Two boys without skates and one girl on skates. Boys pull the girl by her hands or skate guard, rope, etc.

Pushmo Duet: Boy and girl, both on skates. Boy stands still on skates, facing girl, who pushes him. Both have hands on each other's shoulders.

Scoring. First places will be credited with 30 points; second places with 20 points, and third places with 10 points.

The playground receiving the greatest number of points for the program will be awarded a suitable trophy or pennant, and the winners of second and third places will also receive awards.

The winning program will have the honor of choosing the playground queen from among its group. The winners of the second and third places will choose the first and second princesses.

Snow Modeling

Snow modeling will be an activity on all city playgrounds during the week of January 17th. Each playground will exhibit its own selection of articles on its own grounds during that week. A number of articles will be judged and those selected will be exhibited in the downtown district. The subjects for the modeling, one of which will be assigned each center, will include the following:

Red Riding Hood
The Cat and the Fiddle
The Woman Who Lived in the Shoe
Jack Horner
Little Boy Blue
Jack and Jill
Dutch Boy and Windmill

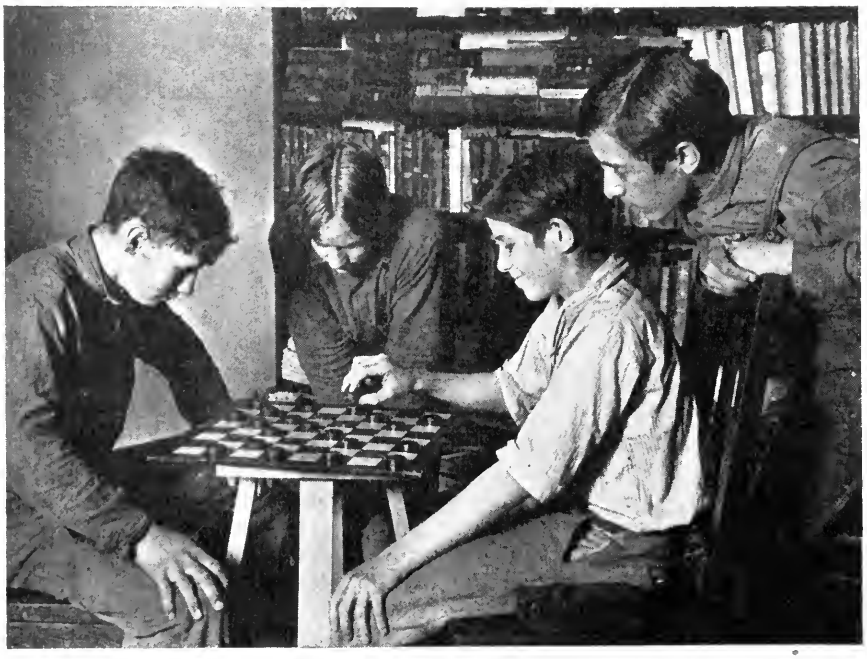
(Continued on page 626)

One of the earliest forms of snow modeling known, but it still retains its popularity!

And This Is How It Started!

Thousands of people in game rooms of community centers are now playing quiet games. Very often someone will ask—"How did this game start?" Here is the answer for some of our most popular games

By
BERT SEIDELL



Courtesy Berkshire Industrial School *Photo by Hiram Myers*

"MISS JONES, how did the game of dominoes start?" asked little Jimmy Smith of Miss Jones, Supervisor of the Game Room in Lavender Community Center, Industria, Ohio. Miss Jones and thousands of others are often asked similar questions in the game room and are at a loss for an answer. They turn to the encyclopedias and find very little information there. They write letters to the manufacturers of a game and find that many of them do not know the origin of the game in question. They turn to the library in the hope of finding a history of games, but again they are often disappointed. There *is* information about these games, but it takes a long search to find it.

This article is written in the hope that it may shed a little light on the question that Jimmy asked and thousands of other Jimmies may ask. It will attempt to give a brief history on the origins of dominoes, jacks, quoits, checkers, jackstraws, Crokinole, shuffleboard and chess.

A number of these games seem to have a common origin, but it is extremely difficult to give the exact date because the beginnings of games were rarely recorded. The majority of the games in our game rooms today are the results of modifications through the ages. Very few of the games played in classical Greece, mighty Carthage, and Imperial Rome would be recognized in their modern form by players of those far-off times. Many authorities believe that modern games are not spontaneous creations, but the results of centuries of modification.

Dominoes

The game of dominoes has been traced to the early Greeks, Hebrews and Chinese. These people played the game at an early date in history but just when the game was invented is not known. It has been definitely established, however, that it was introduced into Europe in the middle of the 18th century, appearing first in Italy. From Italy it spread to France and England and then throughout Europe and the rest of the world. There are many variations of the game in different countries.

There are a number of stories about the origin of the name *Dominoes*. Some authorities believe that it was derived from the color of the back of the pieces which is black like a domino; others, that due to the simplicity of the game it was permitted in monasteries, and when a player won a game he was wont to utter an exclamation of satisfaction and a blessing upon the Lord in the

same breath. "Benedicamus Domino," he would cry. From this, so 'tis said, came the abbreviation *Domino*. There are many other legends, but what is fact and what is fancy, it is difficult to decide.

Jacks or Jackstones

Jacks is a very old game and appears to have been played by the Egyptians during the time of the Pharoahs. The great Greek dramatist and poet Aristophanes, more than 2000 years ago described jacks as a girl's game. A bas-relief of ancient Greece shows small children playing the game in the street. The game was first played with the knucklebones of the sheep. In some parts of Europe it is still played with bones. In fact, in France the game is called *"Osselets"* meaning "little bones."

The game is called by different names in European countries. In England it is called *Dibs* and was formerly called *Cockall*. In Scotland, the small pebbles are called *chuckie-stones*. In Germany the game is called *Handtopsen* or *Knochelchen*. In this country the game is played with small pebbles in some sections and with marbles and metal jackstones in other sections.

Quoits

No authority can be found giving the year or place of the origin of the game of quoits. According to some authorities, pitching quoits was a favorite amusement among the Greeks and Romans. That they played the game with a kind of quoit called a *discus* which had no hole in it but was solid like a plate, is acceptable to some authorities. Others believe that the game originated on the borderland of Scotland and England. Quoits was one of the games prohibited in the reign of Richard II and Edward III of England in favor of archery. The word *quoit* is from the provincial English *coit* meaning to throw. The name of the game is also spelled *Kwoits* and *Koits*.

Checkers

The origin of the game of checkers is also lost in the past. Some writers believe it to be a modified form of chess, while others think that chess was evolved from the simpler game of checkers. From hieroglyphics and inscriptions it appears that it was a favorite game with the Egyptians as early as 2000 B. C. King Rameses II is represented on the walls of his palace as playing checkers with some great personage. Homer mentions checkers in *The Odyssey* and Plato in his *Dialogues*.

In one form or another the game is played all over the world. In its earliest form it was played on a board with five lines and with five pieces. There is no authoritative record that checkers was common in Europe until the beginning of the 16th century. The oldest known book on the game was published in 1547 by Anton Torquemada, a Spaniard. There are many variations of checkers — Chinese, English, Polish, Spanish, Italian, and Turkish. In France the game is called *Le Jeu de Dames* because it was a great favorite with the ladies. The Germans call it *Damenspiel* and the Italians, *Il Giuoco delle Dame*. In Gaelic the game is called *Taileasq* and in Turkish, *Doama*. The game is even found among the native tribes of the interior of New Zealand where the game is called *E'mu*.

Chess

Of the origin of chess nothing is really known. Its invention has been attributed to the Greeks, Romans, Babylonians, Persians, Hindus and Arabians. Probably each of these people improved a little upon it until it has arrived at its present state. There are many legends and stories as to its origin. H. J. R. Murray in his book *A History of Chess* (Clarendon Press, 1913), devoted 900 pages to tracing the history of this very fascinating game and there is a very extensive literature on the playing of the game. Many scholars have spent much time searching for the source of chess, and research is still going on. Chess has alway been popular with soldiers, students and men of state and today is one of the most popular games.

Jackstraws

Like many other games, it is impossible to say definitely where and when the game of Jackstraws originated. It was known in England several centuries ago. Originally it was called *Jerkstraws*. It was also known in England as *Spillikins*. The game is also known in continental Europe. The French call it *Jonchets* and the Germans know it as *Federspiel*.

Crokinole

Crokinole is a trade name in America. Its origin must be looked for in other games. A game from which Crokinole might have been derived

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Adult Recreation

By FERDINAND BAHR
Director of Recreation
Sioux City, Iowa

WITH THE development of adult recreation programs as an important phase of the leisure time activities of our departments, it is imperative that we plan the program to meet the needs of all ages and interests.

Today in our educational institutions students are being trained in a diversification of skills that can be carried on into adult life. Music, drama, art, handcraft, nature study and many other interesting activities are being taught. It is important, in planning our adult program, that we include those things that are part of the cultural life of our people. It is not necessary that paid leadership be provided, nor can it be provided, for every activity that is being offered. Often we can find adult leaders who are only too glad for the opportunity to pass on their skills to others who have similar interests.

There is drama, music, handcraft, reading or any of the great variety of hobbies, the pursuit of which makes a man more interesting to himself. There are games, indoor and outdoors, swimming, hiking and all the more active forms of recreation. There is social recreation, the experience of sharing with others, and there is the job of discovering beauty and making it one's own. Those recreation activities are most important which most completely command the individual so that he loses himself in them and gives all that he has and is to them. This, surely, represents a real challenge to the wide-awake recreation leader. The hit-and-miss method of planning leisure has no place in up-to-date recreation departments. The only real test of the success of the adult program is whether it is an expression of the people themselves.

How can we best reach the adults in our communities? We know that people will not come to a recreation center just because the building is open and opportunities for participation in many different activities are being offered. It is necessary that the public be informed of the program that is available for them. As an example of this, let me tell you of the various methods we have used at Sioux City in reaching the public with information regarding the program provided at our recreation centers.

Informing the Public

Our centers, which are located at the four Junior High Schools, last year had an enrollment of over 1400 people who participated in the many phases of the program. In planning for the centers every possible means was used in reaching the public with information regarding plans and programs. In addition to the distribution of pamphlets and publicity through the press, radio talks were given and there were addresses before P.T.A. organizations and student assemblies at the colleges and high schools. A circular entitled "A Program of Interest to You at Sioux City's Recreation Centers" was distributed to all students at the junior high schools, high schools and colleges, with the request that they take the notices home and bring them to the attention of parents and other members of the family. Particular care was taken to distribute the circulars from house to house within a six block area surrounding each recreation center. They were also placed by time clocks at the various stores and manufacturing establishments.

The circular, an attractive folded sheet, tells on the inside of the tap dancing and gymnasium classes, and arts and crafts and drama clubs. On the back is information regarding the athletic activities of the centers.

The program has been outlined in such a way that some highlight activity is conducted each evening the center is open. This makes for a continuity of attendance. Activities include gymnasium classes for both men and women, arts and crafts classes, with a special class in pottery once a week and a drama club at each center. Instruction in archery is given beginners, and

"Let us organize hours of productive consumption, if we may use that term, hours filled with activities rather than 'passivities.' Let us multiply the occasions on which people find themselves in active participation in group projects rather than in passive reception of prearranged programs. Such group activity in which the individual participates has the added advantage of bringing him into personal rather than impersonal association with his fellows, and that process helps greatly in bringing about the ultimate goal of improved personality."—*Fred G. McAlister* in "Live All Your Life!" *Kiwanis Magazine.*

there are practice periods for advanced players. Other activities include tap dancing, Badminton, table tennis and chess. A game and reading room is provided for those not wishing to take part in organized activities.

A capable leader is in charge of each center, and the best instructors available are used for the specialized classes such as arts and crafts. WPA leadership is used for game room and locker room attendance. Regular classrooms are used for all of the activities, and in spite of the large attendance at the centers very little difficulty has been experienced in the destruction of property or equipment. Hallways are used for archery, table tennis and dart baseball.

Every effort is made to keep the Board of Education informed of the program and interested in it. On one occasion a dinner meeting of the board was held followed by a tour of all the centers. News photographers took pictures of the various activities with members of the board taking part in them. Members of the Board of Education thus were given a clearer conception of what the objectives of the adult recreation program are.

At the first of the year, before the centers reopened after the Christmas holidays, an illustrated pamphlet entitled, "Yes Sir, Here It Is—Opening of the Recreation Centers" was sent to all those enrolled in the various classes. The pamphlet gave a résumé of the new activities offered, together with a review of the old ones. Continuous publicity on the program was given throughout the local newspapers, and monthly reports of the attendance at each of the centers were presented to the Board of Education.

Universally popular is the celebration of holidays and special days as a form of recreation for adults! This group has spared no pains in preparing for Hallowe'en festivities in Reading, Pa.

Socializing the Program

This year it is our plan to socialize the program, having a monthly social affair at each center. As an experiment a social room will be developed at several of the centers for co-recreation activities. New activities built around hobby interests as camera clubs, woodcraft, chess and checkers, stamp clubs and other like interests will be organized. The number of clubs will be limited only by the number of interests that the adults attending the centers may have.

It has been our policy to offer the regular activities free to the participants. However, with the development of the program it will be necessary for us to charge a small fee for activities that require the services of a highly trained specialist. In this group of activities will be placed art and special dancing classes, and classes of a like nature.

The success of any adult program depends upon careful planning. This means a careful study of the needs of the adults in the community and the building of our programs around those needs. The most successful adult program will be centered around interest or hobby activities. The recreation program of today in which adult rec-

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Recent Trends in Local Governmental Control of Year-Round Recreation

RECENTLY a number of questions have been asked with reference to trends in the form of local governmental control of recreation and varying comments have been made regarding such trends. The National Recreation Association has made two studies of changes and trends in local recreation administration, and a few of the major findings are summarized here for the benefit of recreation workers.

I. A Comparison of Year-Round Recreation Service, 1923 and 1933

One of the studies concerned itself with local recreation service in cities which in 1923 reported one or more recreation leaders employed the year round. Figures concerning these cities were compared with those for cities which in 1933 reported one or more full-time, year-round leaders. The information was secured from the Recreation Year Books and through correspondence with the local recreation authorities. Special consideration was given to the service of four types of recreation authorities: recreation boards or commissions, recreation departments under an independent executive directly responsible to the mayor, city manager or a city commissioner, park boards and school boards. The following are a few of the major findings:

1. In 1933, 165 cities reported 175 governmental agencies with full-time, year-round leadership. 44.5% of these agencies were recreation boards or commissions and 12% were independent recreation departments under an executive. Thus 56.5% were local governmental agencies specifically created to care for the function of recreation, as compared with 17% park and 12% school agencies. In cities under 100,000 56% of all the agencies were recreation boards or commissions.
2. In 1933, there were 109 governmental agencies reporting year-round leadership which did not report such leadership in 1923. Of these agencies 52% were recreation boards or commissions and 13% independent recreation departments under an executive. Therefore, of the agencies establishing year-round work during this period 65% had recreation as their primary or exclusive function, as compared with 10% in the case of schools and only 7% in the case of parks. In cities under 100,000 58% of these new year-round programs were under recreation boards.
3. A study of the type of local municipal government in 306 cities over 30,000 in 1933 showed that 49.3% of the city manager cities had year-round programs as compared with 41.7% of the mayor-council cities and only 37% of the commission cities. On the other hand, a greater percentage of commission cities provided for recreation under a separate recreation board or department. This was the only type of local government where the independent recreation executive was found in almost as many cities as the recreation board. Forty per cent of the recreation agencies in city manager cities were recreation boards.
4. A comparison of the total number of paid workers, number of playgrounds and number of indoor centers was made for the cities under the four types of recreation administration in the cities reporting year-round leadership under the same type of administration in both 1923 and 1933. The recreation boards or commissions showed a much greater increase in these three respects than the independent recreation executives, the park boards or the school boards.
5. A comparison was made of the salaries paid chief recreation executives with the minimum amounts recommended for this position by the Committee on Training and Experience in Recreation Work. Here again the recreation boards made the best showing. Only 23% of these agencies paid their executives less than the minimum standard, as compared with 60% of the school agencies which fell below the minimum.

"Under which municipal body does a local recreation program make most headway?" This is a question frequently asked. This brief summary of two studies of trends in administration will, it is hoped, throw some light on the problem.

In order to secure some idea

of the effect of the depression upon recreation services in cities under various types of recreation administration, a comparison was made for the years 1930 and 1933 of the total number of workers, number of full-time, year-round workers, appropriations for leadership, the number of playgrounds and the number of indoor centers under the four major types of administrative agency.

1. In the case of all five of these local factors the recreation board or commission made by far the best showing. Recreation boards showed an increase in all of the items except appropriations for leadership, whereas the independent recreation executives and the school authorities showed a decrease in each of the five items, and the park board showed a decrease in four of them.

2. In comparison with their 1930 reports, the Park Boards in 1933 made the poorest showing in the total number of leaders. The independent recreation executives showed the greatest decrease in the number of full-time, year-round workers and in the number of indoor centers, whereas the schools showed a 40% decrease in expenditures for leadership and the greatest decrease in the number of playgrounds. This part of the study showed conclusively that recreation boards or commissions withstood the first years of the depression much more effectively than the other three types of administrative authority.

The conclusions of this particular study point clearly to the fact that based on Year Book data for the period 1923 to 1933, the recreation board is the form of local recreation administration under which recreation service made the most marked growth during the period and under which a majority of the new year-round programs were established. Local recreation service under the recreation boards appears to have been better maintained during the years 1930-1933 than it was under the other types of agency.

II. A Comparison of Year-Round Recreation Service, 1928 and 1936

For this study recreation authorities were divided into five groups — "Recreation," "Park," "School," "Other Public Agencies" and "Private Agencies." Recreation boards and independent executives were included under the heading, "recreation agencies." The year 1928 was chosen because this was the first year in which full-time, year-round workers were reported in the Recreation Year Book. Only agencies reporting one or more such workers were included in the study which was based on Year Book data.

1. An analysis of the percentages of each of the five types of agencies reporting in 1928 and in 1936 shows no marked change during the period except in the case of the private group, which fell off markedly. Of the four public groups, school authorities alone failed to increase in number. "Recreation" authorities were most numerous, increasing from 38% to 41% during the period, whereas schools were the least numerous, with 8% in each year.

2. Forty-six agencies reported full time leadership in 1936 which did not report such leadership in 1928. Of these agencies establishing year-round programs, 18 or 39%, were recreation departments, whereas only two were school authorities. In general, the five types of authorities had about the same percentage of agencies in this group as in the total group reporting full time leadership in 1936.

3. Only 26 changes in the form of local administrative control of recreation were reported during the period, or less than 10% of the total number of agencies. There were no changes from municipal to private, and of the four municipal groups recreation, park and school authorities made small gains.

4. An analysis was made of the effect of these 26 changes in administration upon the number of full-time, year-round workers in the agencies involved. The cities where the change was *from* "recreation" to some other type of agency showed a decrease in workers, whereas the cities which changed from some other form *to* "recreation" showed an increase in the number of workers. In contrast, the cities changing *from* parks showed a considerable gain in workers, whereas the cities changing *to* parks showed a great decrease. The four cities which changed from some other form of control to school control showed no full-time, year-round workers employed in 1936.

5. A comparison was made of 172 agencies with full-time, year-round workers in both 1928 and 1936, and with the same type of administrative authority in both years, to determine the progress which had occurred in these cities under the various types of administrative control.

a. The first analysis related to the number of full-time, year-round workers. The school authorities were the only group showing an increase (4%) in the total number of year-round workers. The average for all of the 172 agencies was an 18% decrease. The greatest decrease recorded was for the "other authorities" group. A study of the individual agencies showed that recreation authorities were the only group in which more agencies

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A Guide to the Use of Adult Leisure Time

Extracts from an address given at the University of Washington on guidance in the use of leisure

By AUSTIN E. GRIFFITHS

Seattle, Washington

THERE IS MORE need of a guide or guidance during leisure than during work time. There is mass demand; there should be mass supply of guides or guidance.

A. But what kind of guidance?

At least three kinds. Personal, individual; business, commercial; public or governmental direction or guidance.

B. Supervisory guidance?

Yes. No compulsory guidance. No bureaucratic guidance. All guidance should be volitional both as to the person entitled to it and the person or agency to furnish it.

C. Self-initiative guidance?

Yes. Whenever and wherever possible.

The use of leisure ought to be more self-developing than work. This is so because the use of leisure and the benefit or not of its use is more within the control of the individual than is what he should do or not do in the getting of a livelihood. Indeed the touchstone of good supervisory guidance is the extent to which the child, the youth, the adult voluntarily expresses, develops himself at whatever useful or pleasurable activity he may engage in.

In fact, as I see it, one of the greatest values to a person, and consequently to society and the nation, from leisure, much or little, is the self-developing, self-satisfaction which leisure affords.

D. Large scale guidance?

Again the answer is yes.

The increasing number of our people, the enlarging leisure time, logically call for large scale use of leisure time and provision for recreation in groups and by large numbers of people at the same time or place.

Conceding that as many people as possible supply their own initiative and guidance in respect to their leisure time use, there will ever remain an innumerable number of people who need immediate mass recreation. Very many people not having private means nor perhaps sufficient personal initiative should have socialized recreation, the advantage of outside organization for collective enjoyment of their leisure time.

Much of this large scale guidance of using leisure will be non-public in the sense of being non-official, but nevertheless it will be institutional or have some sort of executive guidance and provision. The fact that nine million persons go into our public parks shows, of course, personal initiative, more or less semi-private or semi-public urging and direction, and the remainder governmental encouragement and provisions for the comfort and enjoyment of park visitors.

"Mechanism of industry, technological advances and unemployment have brought an increase in leisure. Effective use of this time is both a personal and a social problem. Educational and other agencies are compelled to devote serious study to developing programs designed to prepare youth and adults for a more constructive use of their spare time. The arts, recreation and physical education offer great opportunities. Practically every survey made in the last few years indicates that the foremost handicaps in the leisure time area are inadequate facilities and lack of competent leadership." — *American Youth Commission.*

"So leisure becomes not merely a problem of free time. It becomes a problem of free and abundant living. But — and here is the very essence of the whole matter — leisure cannot hope to accomplish these things without direction. Its mere existence is not enough. Left to its own resources leisure will inevitably follow the time-worn, vicarious channels of its past. . . . Leisure demands wise supervision and control. But it does not demand regimentation. It would probably never put up with any ready-made pattern of dictation, but it demands guidance. After all, the average man or woman is not too familiar with this thing called leisure, or with the possibilities the right use of leisure can bring." — *Arthur Newton Pack* in *Leisure*, March 1936.

You Asked for It!

Question: *Has anyone discovered a method for making horseshoe pegs absolutely secure? We have been having some difficulty regarding this in our horseshoe pitching activities.*

Answer: Last year a horseshoe thrower who has won national championships gave an exhibition at Warinanco Park maintained by the Union County, New Jersey, Recreation Commission. For his exhibition he insisted on having a green elm log with a hole drilled through it sunk in the ground and the horseshoe peg driven into this hole. This method of holding the pin proved more satisfactory than the standard method of pouring concrete around the pins and the green log held the pin much more securely. This year in installing new horseshoe courts and quoit courts a green elm log was attached to the cypress frame and used on all new installations in the park system. The entire installation was constructed as one unit and was protected on the front, sides and top with iron strips to prevent the wood from splintering. This frame was set flush with the ground on the courts and packed with a heavy clay inside of the box, with only the pin extending above the ground. —From the Union County, N. J., Park Commission.

Question: *Can you give us any new ideas for stunts for our water carnival?*

Answer: We have used two stunts in our annual water carnival that proved very popular. One is called a treasure hunt. We collected automobile licenses from past years and kept the numbers on a sheet. The metal tags were then distributed prior to the carnival about the pool, both in the deep and shallow water. All swimmers who had passed the tests — beginners, intermediates and seniors—were eligible, and at a signal the diving and fetching began to continue until all the numbers were in and the names of those bringing in the respective numbers were tabulated. The awards having been allocated secretly to certain of the numbers, the boys and girls bringing in these particular numbers were rewarded with due ceremony and fanfare.

Another stunt we used is known as watermelon polo. Teams of from eight to twelve swimmers line up on both sides of the pool. A life guard takes a good sized watermelon to the exact center of the pool leaving it to float on the water. The whistle is blown and with much splashing the teams vie in an attempt to get the melon to their side. An average tussle lasts about half an hour, and the good-natured contest which ensues creates a frenzy of excitement. Winners of course have the privilege of eating the melon in front of the losers.—From *James Neeson,* Director of Recreation, Cohoes, New York.

Question: *What can be done to interest in the playground program factory workers or employed girls or mothers and fathers living in the vicinity of the playground? We find it very difficult to get adults to come to the playground and take part in games and other activities.*

Answer: One of the most effective ways of securing the interest of parents is to conduct special features in which their children take part and to have the children invite the parents to the playground to witness their performance. The activity need not be one in which the individual child is a star—in fact, it is better for the group if this type of performance is avoided on the playground. But by putting on plays, doll shows, pet shows, a circus or a festival of some kind, you can get a large number of children to participate in activities which they will want their mothers and fathers to witness. In these special affairs costumes and materials are often necessary. Costumes should be kept as simple and inexpensive as possible, but frequently a mother will become curious about what is happening on the playground when her boy or girl comes home with the costume or asks her help in making one.

The interest of parents can also be enlisted by asking their cooperation in conducting some of the playground activities, especially events which require additional adult leaders. We have in mind such activities as picnics away from the playground which mothers are usually happy to attend and which give them an opportunity of feeling that they are of some importance to the leader and to the playground in assisting with the children and some of the details of managing the picnic.

Sometimes mothers and fathers can be enlisted to serve as judges in competitive events, although it is important to use discrimination in asking

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WORLD AT PLAY

Harrisburg's Kipona

HARRISBURG'S 1937 Kipona held on Labor Day opened with the boom of a 75 millimeter gun and closed with the customary "bombardment" of fireworks. During the course of the ten hour water carnival there were thirty-two swimming, diving, motorboat, sailboat and canoe events. These were run off in the afternoon. For the setting of the evening's program eight poles were erected with four large flood lights on the top of each. These lights were focused on the lagoon which presented a scenic fairyland setting. A concert was given by the Harrisburg American Legion Post band. The community sing, which was one of the features of the evening's program, was directed from the lagoon. As the last song ended, the Ship Kipona carrying Admiral J. Calvin Frank and his staff left the side of the floating platform and moved to the island. While the band played, the parade of canoes and floats formed led down the river by the Ship Kipona, to be viewed by thousands of spectators crowded over the mile and a half front.

Park Developments in New York City

THE Regional Plan Association of New York has made a study of park developments in the metropolitan area which shows that unprecedented progress has been made in New York City in the last four years in both the acquisition of acreage and the development of existing areas. The association stated that 48 per cent of its forty year program for park acquisition in New York City has become a reality in the last eight years. Summarizing park progress since 1928, the statement declared that at the end of that year New York City had a public park acreage of 11,601. At the close of 1936 the survey showed a total of 17,293 acres, parcels of less than one acre not being taken into account. New park acreage amounted to 3,250 acres, an increase of 23 per cent over 1932.

The Summer in Danville

APPROXIMATELY 241,000 people participated in one or more of the eighty different forms of leisure-time activities offered by the Department of Public Recreation of Danville, Illinois, on the park and community center playgrounds during the 1937 season from June through August. Twenty per cent of the total attendance was recorded for children of twelve years of age and under; 10 per cent for children fourteen to sixteen years of age; 15 per cent for young people between the ages of seventeen and twenty, while 28 per cent of the total was composed of adults twenty-one years of age and over.

Our American Folk Arts

AT the National Folk Festival in Chicago, lumberjacks from Michigan and Wisconsin sang ballads such as "Never Take the Horseshoe from the Door," danced jigs, reels, clogs. Kiowa Indians from Oklahoma, complete with feathers and leg bells, wound through snake dances, war dances and love dances. Students from Berea College, Kentucky, sang a version of the ballad "Barbara Allen" which Samuel Pepys knew. A bonneted old lady of eighty-two quavered French pioneer songs that are still sung in Vin-

cennes, Indiana. A stocky little ex-sailor who used to sail before the mast sang sea chanteys with more force than one would expect from a man of eighty. There were miners from Pennsylvania and cowboys from Texas. Mrs. Janie Brady Jones, widow of the railroad engineer hero of the famous folk song "Casey Jones" sat quietly on the platform while a young man sang the story of Casey's death as millions of Americans know it.. *Time.* (From *Readers Digest,* October 1937.)

A Twenty-fifth Anniversary — On October 16th, the Boston School Committee climaxed the celebration of the twenty-fifth anniversary of its school centers with a birthday banquet. Among the speakers were Dr. J. W. Studebaker, Commissioner of Education, Washington, D. C., James G. Reardon, Commissioner of Education of Massachusetts, Michael J. Downey, assistant superintendent in charge of school centers, Reverend Michael J. Ahern, S.J., president of the Adult Education Council of Greater Boston, and Mrs. Eva Whiting White, formerly director of the Boston school centers. Tribute was paid to Mary P. Follett who headed the citizens' movement which led to the creation of the centers, aided in drafting plans and organizing them, and served from 1911 until her death in December 1933, as chairman of the Citizens' Advisory Committee, Department of the Extended Use of the Public Schools.

The anniversary celebration began October 11th with a demonstration and exhibit of school center activities, followed on October 14th by a musical and dramatic night. This year fourteen centers are in operation.

Administration Problems — The December 1936 issue of *Parks and Recreation* tells of a joint meeting of park and recreation workers held in Wisconsin in September 1936. Considerable attention was given to the subject of forms of administration, and as a result of the discussion it was unanimously agreed that no city could prosper in a recreationally-minded manner which did not have the full cooperation of all agencies having play areas and buildings, and which did not make these areas and buildings available to the department which was authorized to conduct the public recreation program. This discussion resulted in the following resolution:

"That park boards, boards of education and common councils cooperate to the fullest extent with whichever agency is delegated to administer the municipality's recreational activities, and that all municipally owned recreation areas be made available, to the end that all citizens may benefit."

The East Orange Little Theater Opens Its Season—The Little Theater of the city of East Orange, New Jersey, sponsored by the Board of Recreation Commissioners, has announced the offerings for its 1937-38 season. Six major productions, the first of which was given in October, constitute the program. The plays are produced in the Elmwood Park field house, an artistic building housing a beautiful small auditorium which seats 200 people and a stage equipped with adequate lights and dimmers. In this building the workshop activities of the Little Theater are conducted. There are talks on play production, stage craft, play reading and playwriting, and classes in make-up and costuming. Individual tickets are sold at 50 cents each; a season ticket for the six plays, $2.50. Miss Frances H. Haire, Director of Recreation, is president of the Little Theater.

Delinquency Decrease in Pueblo County, Colorado — J. A. Getts, City-County Director of Recreation, Pueblo Recreation Commission, calls attention to a report showing a marked decrease in juvenile delinquency in Pueblo City and County, Colorado, during the past five years. "According to county and city officials," states the *Pueblo Chieftain* for October 14, 1937, "the noticeable decline in delinquency may be traced in many cases directly to the Pueblo recreation program, inaugurated in March 1933. In 1933 there were 113 cases; in 1934, 72; in 1935, 111; in 1936, 58, and in 1937, 49. The records previous to 1933 reveal a much larger number of cases. Statistics also show a marked decrease in the number of juvenile cases resulting in terms at the State Industrial School at Golden. In 1934 there were 12 convictions; in 1937, only four. At the present time there are but six Pueblo juveniles at Golden, three of whom are "repeaters." As the quota of the Industrial School averages approximately 200 inmates, Pueblo is credited with having the smallest percentage of cases at the institution today of any county in Colorado in proportion to population.

A Forest Festival

(Continued from page 596)

have been added the grace and splendor of a beautiful queen and her court." The impressive strains

of Oley Speaks' "Sylvia" swelled across the sea of color as Queen Sylvia ascended her forest-backed white throne to commence her three-day reign as Queen Sylvia, VIII.

Over 300 children and adults participated in the forest pageant, "The Bird of Flame," that immediately followed the coronation ceremonies, culminating weeks of careful rehearsals. The pageant, entirely pantomime except for occasional explanations from the public address system and the superb musical setting, was most effectively staged, costumed and executed. Each year an original pageant is prepared for the occasion, based upon a forest theme and complete cooperation has always been the result.

The following day was given to wood chopping and sawing contests, fly and plug casting, riding tournament and other events, terminating with the grand feature parade made up of twenty-six band and drum corps from West Virginia and adjoining states with three miles of beautiful spectacular floats. Over 1,000 people made up the total of the band personnel alone.

The horse show is another feature attraction having exhibitors from many of the eastern and southern states.

The streets of Elkins were dressed in the fall colors of the forest—red, yellow, green and gold, and displays descriptive of all important conservation activities were provided by various federal and state agencies, together with handicraft and industrial exhibits. One of the exhibition's highlights this year was the original oil painting by James Montgomery Flagg that is now used by the Forest Service, in poster form, in its campaign for fire prevention: "Your Forests — Your Fault — Your Loss."

On the last day of the festival a tour of the Monongahela National Forest was arranged which included the Stuart Forest Camp with its developed facilities for forest recreation, surrounded by the breath-taking splendor of the rich fall coloration of the timbered hills.

It is customary to have a member of the President's Cabinet at each annual festival and last year the President of the United States honored the festival with his presence. One could not help but come away impressed and inspired from such a festival. The State of West Virginia has clearly demonstrated the inspirational as well as the educational value of pageantry and its relation to forest conservation.

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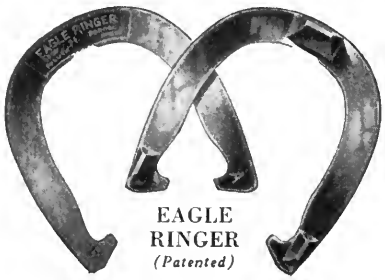
St. Valentine's Day Is Coming!

(Continued from page 599)

about from one couple to another. A couple must take it when it is offered. When the music stops, as it does at intervals, the couple holding the valentine must perform a stunt, either one given them or one they choose.

"Love's Old Sweet Song." Valentine Day is the most fitting time for old-time sentimental songs. They are well known and hence easy to lead and fun to sing. Use a few of these: "Aunt Dina's Quilting Party," "Love's Old Sweet Song," "Juanita," "Coming Through the Rye," "East Side, West Side," "When Irish Eyes Are Smiling," "My Wild Irish Rose," "Sweet Rosie O'Grady," or any of the songs these will bring to mind.

Refreshments. The red and white colors of St. Valentine's Day will help you in choosing refreshments. Punch, cream cheese and jelly sandwiches, strawberry or raspberry ice cream and white cake with red hearts are all appropriate. Be sure to get some candy hearts with messages written on them. It is fun to read the messages aloud, or a number may be arranged on the table to make a love letter. The best letter might win a chocolate heart for its maker.



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Some Sports and Their Development

(Continued from page 600)

breaths, they bellowed, "Long live the Emperor."

And Then to Other Countries

While enthusiastic rulers and their unfortunate minions were playing polo in China, the game was being carried to far-off regions by the vast armies of the emperor. Small rock-ribbed Tibet, helpless in the hands of Chinese invaders, took to the game, and with scarcely two feet of level ground created its own fierce, dramatic version upon its rocky slopes. From Tibet we get our word "polo," meaning the "willow knot," which they used for a ball. It is probably the only Tibetan word ever contributed to the English language. From there the game spread to India and continued to be played for several hundred years until, with the decline of the vast Mogul Empire, it gradually died out. For 200 years after that one tribe alone kept the game alive.

Unknown to white men or other Indians, the Manipuris, inhabitants of a tiny rugged strip of North India, played their own hard-hitting, fierce-riding game. Not until one day in 1864 when the Rajah of Manipur, on business in Calcutta, engaged in a game with his retinue, did Englishmen see the sport. They were delighted with it and insisted upon being taught to play. Before long other natives, soldiers and civilians had taken it up and polo had literally swept over India. Such minor difficulties as hilly, rocky fields, the sudden appearance of rhinos, tigers or hostile natives, did not daunt these early British enthusiasts. Their perseverance has been richly rewarded, for today polo is played much more commonly in India than anywhere else in the world.

The next logical step for polo was to go to England. It happened this way. One day in 1869 an English officer of the Tenth Hussars chanced to read a description of the new "hockey on horseback" which was being played in India. He immediately organized a game with billiard balls and curved walking sticks which proved, much to his chagrin, to be too short to reach to the ground. With better equipment he tried it again, and then began to train a team in real earnest. Soon he challenged another regiment to play. All London society sallied forth to see the match, and it was pronounced a huge success. In spite of this early stir polo grew slowly in England because of the difficulty of obtaining equipment, but in 1866, when the first international competition with America was held, the English public began to take a genuine interest in the game that has grown ever since.

In America, since its introduction in 1876, polo has gained steadily in interest, chiefly centering around competition with the British for the Westchester cup, and with frequent matches against the Argentines.

Engineering—Material and Human

(Continued from page 603)

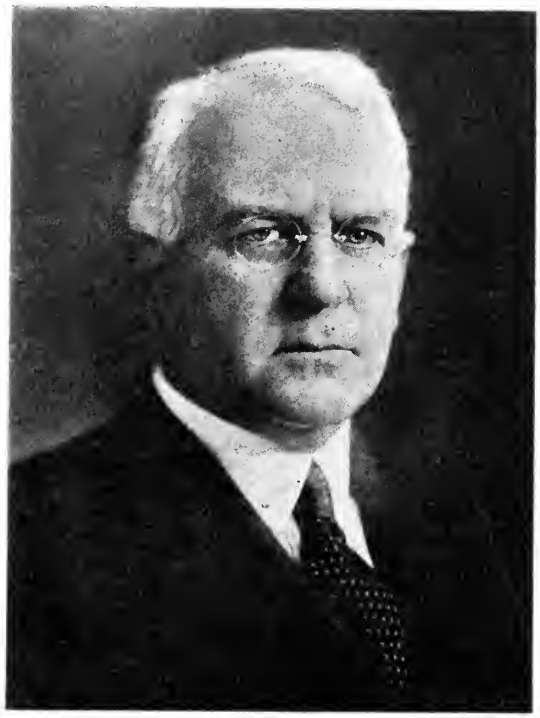
his death. He appointed an outstanding citizen of Chicago and of Illinois—Robert J. Dunham—as President of the new Park Board, and George Donoghue again sat at the side of a man devoted only to service of the people of the city, to wrestle with new and staggering problems of bringing to solvency a park system many of the component parts of which were utterly insolvent, and of welding into effectiveness as a unified organization an assembled group of organizations which had never worked together before, and which were mutually suspicious of each other. Loyalty to the public interest again demanded that the engineer grapple with new problems—this time problems of finance and of human psychology. In the

President of the Board he had the able direction of a master of big business operations, a man of the most extraordinary abilities and of vast business experience. But there was a limit to any single man's capacity to deal as an individual with so multiple a set of problems. Only by firing a new made organization into similar devotion could they hope to succeed.

The task of building morale into the newly assembled organization fell largely on the shoulders of the General Superintendent. Work in the general office as they might, and did, from 9:00 in the morning until 11:00 at night, they had to depend on similar devotion throughout the rank and file. There were no heroics of Napoleonic appeals. There was, in fact, no mention of morale. There appeared to be agreement only on the assumption that morale is a thing into which men live their way, rather than something into which they are evangelized. There were soft-spoken conferences innumerable, conferences shot through with humor and human understanding. There was man-to-man discussion, with no one overawed, with every man's outspoken thought solicited and expressed, and thoughtfully received. Slowly there began to develop a feeling throughout the entire organization that the challenge of the situation was addressed not to President Dunham and General Superintendent Donoghue alone, but that that challenge extended down to the leader of the public group in recreation, the janitor maintaining the building, and the workman at his bench or in the field—the challenge to unitedly produce for his city an accomplishment against almost overwhelming odds; a thing that would stand as a monument throughout the future of his city. And as that spirit spread, as the workers, from the most exalted positions down to the humblest, began to feel the thrill of a resolve to do that job, the general organization of the new park system came to the ultimate discovery that it had developed a morale unawares.

That, in my opinion, is an accomplishment in human engineering greater than the network of boulevards, than the new Outer Drive Bridge, sinking its supporting caissons down through quicksands to bed rock, greater than the solution to the problems of shore protection against islands of ice, wind-driven to pound the timbers that protect park acres by the lake. It is an accomplishment which marks George Donoghue an engineer, not alone in the mastery of materials, but also in the commanding of the spirit of man.

James Couzens Memorial Week



THE WEEK of October 17th to 23rd was declared, by Governor Frank Murphy, James Couzens Memorial Week in the schools of Michigan as a tribute to the late Senator Couzens characterized by Governor Murphy as "one of the greatest friends the children of Michigan ever had." Senator Couzens died on October 22, 1936, at the age of sixty-four.

Governor Murphy in his proclamation called attention to Senator Couzens' benefactions, among them the convalescent home for crippled children in Farmington; gifts totaling several million dollars to the Children's Hospital of Michigan; the rebuilding of the school at Bath, and the establishment in 1929 of the Children's Fund of Michigan to which he gave $12,000,000 before he died for the health, welfare and happiness of the children of the state of Michigan. He gave over half of his great fortune to help children who were sick or crippled, his gifts amounting to more than $20,000,000.

"Because of these gifts and others," said the Governor in his proclamation, "I deem it fitting to make the week of October 17th to 23rd a James Couzens Memorial Week in the schools of Michigan. As Governor of the State I ask the au-

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LEROY E. COWLES, *Dean Universitiy of Utah*

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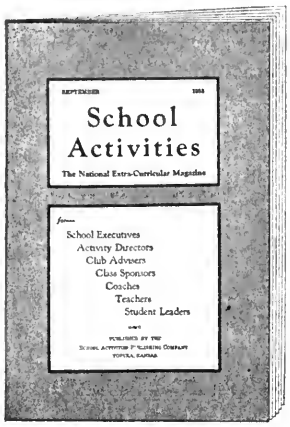
(Signed)
E. V. CORE, *Principal Union High School Union, West Virginia*



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thorities in charge of each school to set aside at least an hour on some day of that week in which the children may review the life of this great philanthropist. The example set by such a man is a dynamic educational power in itself. Let us as teachers call attention to his goodness in service in the hope that the children of our state will emulate him in these things when they become of age and assume the responsibilities of citizenship."

Senator Couzens was deeply interested in the work of the Department of Recreation of Detroit and did much to further it. C. E. Brewer, Commissioner of Recreation, writes that during the time Senator Couzens was Mayor of Detroit, from 1918 to 1923, he gave whole-hearted support to the Department of Recreation. He was very sympathetic in the consideration of the budget of the department when it was submitted to him. And the budget increased from $230,000 in 1918 to approximately $410,000 in 1923. During his administration a bond issue was passed for the acquisition of new parks, playgrounds and play fields, and approximately $11,000,000 was expended for the acquisition of five parks and twenty-four playgrounds and play fields which added greatly to the recreational facilities of the city.

The Red Mask Players of Danville

(Continued from page 604)

demonstration by Jack Stuart Knapp of the National Recreation Association; in February, Play Reading Night—"The First Lady" by Katherine Dayton and George Kaufman; in March, One-Act Play Night, when the following plays were staged and produced—"Sir Galahad," "Swamp Spirit" and "A Man Among Women." The play, "Sir Galahad," was written by Mrs. Fred Robison, a member of the Little Theater and was produced for the first time on this night.

Upon application and payment of $2 dues per year, a person may become a member. Membership entitles a person to attend all productions, reading and discussion groups, and to take part in any production, subject to the approval of the casting committee. On applying for membership an individual designates whether he cares to be an active member of the group. He may be interested in acting, painting scenes or designing sets, or he may choose to be simply a playgoer or listener and not to participate actively.

The Second Season Opens

A public presentation of George Kaufman's delightful comedy "To the Ladies" on the night of November 4th inaugurated the 1937-38 season. The cast played to an audience of 400, and membership in the theater has already more than doubled last year's figure of 40. This year's plans will include monthly programs through May, 1938, and will have such interesting features as two evenings fashioned after last year's radio success, "Do You Want to Be an Actor?"; play reading nights, two evenings of three one-act plays; a lecture by a radio representative on "Radio Drama," two three-act plays and a number of interesting discussion and demonstration groups.

The name adopted for the group, "The Red Mask Players," is significant. At all productions the ushers wear red satin masks. The name and

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symbol have proven attractive and are helpful in program publicity.

From the germ of an idea in the minds of a few people the theater has become an entity. We have a fertile field in our community and our ambition is that our "Red Maskers" will grow to be a definite influence and a civic institution.

The Elementary School of Tomorrow

(Continued from page 607)

of opportunity, especially for those children who in their homes or in their residential area are being denied by civilization contact with the out of doors, understanding of living things, and opportunity for normal life.

With the Union County Camera Club

(Continued from page 608)

that at least half a dozen other active photography groups have been organized in the county during the past year.

As a result of the educational program of the Union County club and of the activity of other camera groups, definite improvement in quality was

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Parents' Magazine, November 1937
Play School for the Very Young, by Ruby Mack Bush
Family Fun, by Elizabeth King

National Parent-Teacher, November 1937
Toys and Play Equipment for All Ages, by Ethel B. Wright

The Nation's Schools, September 1937
Win or Lose—But Play! by Ethel Perrin
Down with Delinquency—Adventures in Cooperative Recreation, by Virgil M. Rogers

Survey Graphic, November 1937
Civilizing Hallowe'en, by Frances Somers

The Journal of Health and Physical Education, November 1937
The History of Sport, by Seward C. Staley
Carry Over of School Athletics, by Emily I. Case
Archery Golf, by Harlan G. Metcalf

Parents' Magazine, December 1937
Rooms Planned Around Hobbies, by Elizabeth Dunn
Family Fun, by Elizabeth King

Character Magazine, October 1937
These Boy Gangs, by W. Martin Butts
The Growing Network of American Youth Hostels, by Kenneth Lancaster

Civil Engineering, December 1937
Recreational Planning for Urban Population, by Justin R. Hartzog

Scholastic Coach, December 1937
The Philosophy of Athletics, by E. B. Stansbury

National Parent-Teacher, December 1937
Game List for the Family
Let's Have a Hobby

Child Life, December 1937
Child Life Hobby Club

PAMPHLETS

The Buffalo Society of Natural Sciences—Seventy-sixth Annual Report

Learning by Living—Annual Report of the Westchester County, N. Y., Recreation Commission, 1936

Sixteenth Report of the Superintendent of Public Playgrounds, Regina, Sask., 1937

Twentieth Annual Report of the Flint Community Music Association, 1936-1937

Great Falls, Montana, Recreation Association Report 1936-1937

National Resources Committee Progress Report, October 1937
Government Printing Office, Washington, D. C. $.10.

Health Education Bulletin, November 1937
National Board of Y. W. C. A. $.25.

Special Announcement

to

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Especial attention is given to the community as a whole—the cooperation or lack of it between the various agencies in the community.

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shown in the photographs submitted in the Park Commission's second annual camera competition as contrasted with the previous year's entries.

The photograph appearing as the frontispiece on page 586 of this month's issue of RECREATION was one of fifty-six entries in the first annual competition of the club. It was submitted by Ray Losey of 605 Locust Street, Roselle Park, New Jersey.

Winter Outdoor Sports in St. Paul

(Continued from page 610)

Hickory Dickory Dock, the Mouse Went—
Three Little Pigs and Big Bad Wolf
Little Tommy Tucker
The Lion and the Unicorn
Old Mother Hubbard and Her Cupboard
The Saucer and the Spoon
The Cow Jumped Over the Moon
Mother Goose and the Little Red Hen
The Three Bears
Bo-Peep and Her Sheep
Cobbler, Cobbler, Make My Shoe
King Cole and Fiddlers Three
Wee Willie Winkie
Black Hen and Her Eggs
Humpty Dumpty Who Sat on the Wall
The Black Bird Pie
Peter Rabbit in the Cabbage Patch
Three Blind Mice and Farmer's Wife

The exhibits on playgrounds will be judged and awarded with suitable pennants for first, second, third, fourth and fifth places. The downtown contest will be judged by the City Carnival Committee and at least ten places will be awarded which will be on the following basis:

1 to 100 per cent—resemblance to assigned or named subject.

1 to 100 per cent—artistic and natural details in all parts.

1 to 100 per cent—cleanliness of surroundings, tidiness around subject, such as disposal of debris and extra snow.

1 to 100 per cent—colors and extras, such as fences and other background or extras that are not part of the subject but serve as fillers to make the subject stand out.

The above percentage total will be divided by four and the following points added:

1 point for every child worker 15 years of age or under, provided he worked at least two hours on the actual exhibit.

½ point for every person over 16 years of age, provided he actually worked on the exhibit at least two hours.

The sum of the one-fourth of the percentage score plus the added points for workers shall be the final score for each playground.

Community Ice Festivals

Ice festivals will be sponsored by the Playground Booster Clubs in the various communities. Ten suggestions for such festivals follow:

1. Selection and coronation of festival queen or the most popular girl in the community. This should be done with due ceremony and parade at a throne or ice palace built of snow or ice by the community people.
2. Speed skating races for all age groups.
3. Figure and fancy skating exhibitions accompanied by music.
4. Novelty stunts on ice, such as clown acts, chariot races, skateless races, pushmo races, one skate races, barrel jumping.
5. Broomball, ice baseball, ice basketball games.
6. General skating to band music, costume parade on skates, group drill on skates.
7. Fireworks display, miniature float parade by children using sleds, decorated, torch and lantern parade on skates around the rink.
8. Sliding on skis, barrel staves, can covers, sleds by the small folks.
9. Dog races and, where possible, cross country ski run.
10. Bonfire and barbecue or bouillon to be served.

And This Is How It Started!

(Continued from page 612)

is the old English game of *Squails*. In this game discs are snapped or struck with the palm from the edge of a table or board at a mark at its center. In the 18th century another variety of the game sprang up. This game was called *Jervis* or *Jarvis* and was played on a table marked with chalk into alleys which in turn were divided into squares numbered from one to nine or ten. The object of this game was to send a ha-penny into a high-numbered space. The maker of the highest score in a certain number of plays won.

Shuffleboard

Shuffleboard is still another game authorities believe began in England. This game was first mentioned in 1541 when Henry VIII forbad by law the playing of the game.

Some of the early names of the game are *Shove-groat, Shovel-Penny* and *Slide-groat*. It was very popular with the aristocracy in England and was a favorite pastime at the great country houses. A great many of the early boards were of exquisite workmanship. The board at Chartley Hall in Staffordshire was over 30 feet long and was made up of 260 pieces.

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He Goes Back to Mother's Arms
His Hand Against the World
He Enjoys Poor Health
He Likes to "Show-Off"
He Loves to Punish
He Isn't Happy Unless He Is Miserable
He Feels Inferior
In Love With Himself
Love That Never Grows Up

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"Fun" Trains!

A Husking Bee Train. Winter sports and hiking trains have become well known, but now comes a new variety, for on October 23rd 492 lighthearted young men and women from New York City boarded the husking bee train sponsored by the New York, New Haven and Hartford Railroad and journeyed for over two hours to Kent, Connecticut. During the trip straw hats were given to the men and sunbonnets to the women, and a bearded old-time fiddler and an accordion player entertained the group. Arriving at Kent at supper time, the travelers were met by members of the Kent Grange who served a country supper on gaily decorated tables. Important on the menu were the beans, baked for nineteen hours in a pit in the ground, and the homemade pies of which there were over a hundred. After supper the "reds" lined on one side of the hall, the "yellows" on the other, and on "go" they rushed to the corn on the stalks lying in front of them. An encouraging number of red ears turned up! Apples were distributed and all the cider anyone could drink was provided. Social dancing, square dances and games followed in the grange hall to the tune of a Hillbilly band which put on a special stunt show. Local grange members demonstrated square dances. At 12:15 A. M. the travelers boarded the train homeward bound with ears of corn, pumpkins and other tokens of the first husking bee!

A Bicycle Train. A "bike train" excursion was conducted in August under the auspices of the Milwaukee Railroad and the Outing Clubs of the Chicago Park District. The train carried bicycle enthusiasts to Union Grove and Binghamton, Wisconsin.

A Hobby Train. On October 10th a hobby train left Detroit, Michigan, filled with railroad fans and amateur photographers bound for Lima, Ohio, where a group of 600 hobbyists visited the Lima locomotive works to inspect a number of new streamlined steam locomotives. The exhibit included a display of miniature models of locomotives. At Lima the travelers were joined by other enthusiasts arriving on special trains from Chicago, Indianapolis and Cincinnati. Camera shops offered special awards for pictures taken by the hobbyists.

Adult Recreation

(Continued from page 614)

reation will be an important factor, will be most effective in activities developed by the people themselves, guided by a farsighted recreation leader who will lead their interests along channels that will give to them the fullness of life that only leisure properly used can give.

Recent Trends in Year-Round Recreation Administration

(Continued from page 616)

reported an increase than a decrease. The park authorities, for example, showed only a 7% decrease in the total number of workers, but 16 park agencies reduced their workers as compared with only 7 which increased them.

b. A comparison of the number of playgrounds reported in the two years showed a total increase of 41% for the 172 agencies. The greatest increase was recorded by the recreation departments (60%), and the least by the park authorities (14%). "Other authorities" was the only group in which more agencies decreased the number of playgrounds than increased them, although this group as a whole showed an increase in the number of playgrounds of 54%.

c. The average increase in the number of indoor centers for the 172 agencies during the period was 129%. The greatest increase (161%) was recorded by recreation departments, the least (76%) by school authorities, although 15 out of the 16 individual school authorities reported more indoor centers in 1936 than in 1928.

In general, no marked change in the type of local government of recreation between 1928 and 1936 was revealed by the study, nor are there any significant figures denoting marked trends in the service provided by the four types of local managing authorities during this period. The figures indicate, however, that on the whole recreation departments made a better showing during the period 1928-1936 than the other three types.

From the findings of these two studies it is apparent that:

1. Increasingly cities are considering recreation as a distinct municipal function and for its administration are establishing a separate department, in most cases under a recreation board or commission.
2. In the period 1923-1933 the greatest progress in local recreation service was made in cities where recreation was administered by a recreation board. During the early years of the depression local recreation service was most fully maintained in cities with recreation boards. Since 1928 recreation has fared better in cities in which it is administered as a separate function, whether under a board or independent

executive than in cities where it is under some other department.

3. Between 1923 and 1928 there was a large increase in the number of cities establishing year-round recreation programs. Since 1928 progress has been slower and there have been no marked changes since that date in the percentage of cities with year-round recreation programs under different types of managing authority.

You Asked for It!

(Continued from page 618)

parents to officiate because even when there is no partiality shown there is sometimes the danger that other parents will feel that the judges have displayed favoritism when their own boys and girls are participants. This is especially true if any of the children of the parents who are judging happen to win.

To interest the older boys and girls it is necessary first of all to conduct activities which are definitely appealing to them—night volley ball and softball games, social dancing if there is a place in your playground and dancing is practicable in your situation. Some of the older boys and men like horseshoe pitching and such quiet games as checkers and chess. The older girls may be interested in handcraft, although most girls who have been working all day prefer some form of physical activity. Folk dancing is popular on many playgrounds but it is frequently difficult to introduce unless an interest has been created in the community previously.

In organizing a program for adults it is frequently necessary in the beginning to extend personal invitations and to discover the children on the playground who have older brothers and sisters and parents who might be interested in attending. With these leads the director may find it necessary to pay personal calls to the homes of a number of individuals to create an interest in the activities on the playground. If you once get a small group started in coming you will probably have little difficulty in interesting others. Usually it is only necessary to find a nucleus that will spread the word and interest others.

Some cities have formed playground associations to which parents in the neighborhood of the various playgrounds belong. The purpose of these associations is not so much to take part in activities as to create support for the playground and to bolster the program with the support of the community.

The National Association of Audubon Societies Meets

THE THIRTY-THIRD Annual Convention of the National Association of Audubon Societies was held at the American Museum of Natural History in New York City from October 22 to 26.

The Camp Reunion dinner was a joyful occasion for those who had attended the Audubon Nature Camp at Hog Island, Maine. Friends and guests of the Association had an opportunity to observe the fine enthusiasm of the staff and campers. On Saturday morning a group of eighty-six people set out on a two day field trip to Cape May Point, New Jersey. Sunday morning ninety-four people gathered at 6 A. M. for a trip to Montauk Point, Long Island. Stops were made at various bird refugees en route and more than ninety kinds of land and shore birds and waterfowl were observed on the Sunday trip.

The papers prepared for the convention meetings covered these general topics: The need for wildlife protection and the necessity of additional sanctuaries in Texas and Florida; two proposed national park areas, the Big Bend section of Texas and the Everglades of Florida; the research activity of the Biological Survey, the present status of migratory waterfowl, and the areas mentioned by the Biological Survey for their protection; the program and needs of the 4H Clubs in nature education and conservation promotion; and reports of field observations by Audubon research fellows studying desert bighorn sheep and the ivory-billed woodpecker.

Reports of conservation projects and nature education activities in various parts of the country were given by representatives of affiliated groups. Excellent movies taken by amateurs as well as professionals were used to illustrate papers and as interesting interludes in the program. Demonstration conferences were staged by members of the camp staff and enrolees to illustrate part of the method used in training students at the Audubon Nature Camp for adult leaders.

At the annual dinner of the Association, Dr. Arthur A. Allen of Cornell spoke of his experiences during the last season while making the reels of sound motion pictures that were shown. Waterfowl and song birds of the eastern region of the United States were the subjects of these pictures.

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The American Legion and Recreation in Minnesota

In Minnesota, before April 1937, there was no provision in law permitting cities and villages (except Duluth, Minneapolis and St. Paul and a very few others operating under home rule charters) to spend public funds for the support of recreational activities. At the State Convention of the American Legion in 1936 a resolution was adopted proposing that the Legion should exert its influence toward obtaining the passage of an enabling recreation law. After several months of hard work on the part of committee members and other interested groups a recreation law was passed on April 15, 1937.

The Recreation Act makes possible legally the expenditure of public funds by any city, village, borough, town, county, school district or any board thereof for the promotion of recreation. Such governmental units may cooperate in promoting recreation or delegate the responsibility to a board. School facilities may now be used twelve months a year and school boards may employ instructors and playground directors for the summer months.

It was recommended at the state convention that the American Legion Committee on Recreation be a standing one consisting of seven members, one to be the Department Adjutant (a continuing member), one to be a member of the Legion Auxiliary and five to be American Legion members. Six are appointed by the Department Commander and serve three-year terms, except for the first committee which shall have staggered appointments so that two members will be appointed each year. It was further recommended that the American Legion baseball in Minnesota be under the jurisdiction of the Recreation Committee and that from the committee membership the director of junior baseball be chosen. The recommendations were adopted by the Executive Council of the Minnesota American Legion on November 5, 1937.

Through a questionnaire sent by the Recreation Committee to 471 local American Legion Posts it was learned that many Posts are sponsoring holiday celebrations and similar events, are providing funds for varied forms of community recreation, are aiding in securing swimming pools, parks, play areas and facilities of many types, and are performing many services of value in the development of their communities' recreational life.

New Publications in the Leisure Time Field

The Country Dance Book

By Beth Tolman and Ralph Page. The Countryman Press Inc., Weston, Vermont, and Farrar and Rinehart, New York. $2.00.

HERE IS A BREEZY and spritely book on New England country dances which is a gold mine of material for the leader of square or other country dances. The title page reveals the contents: "The Old-Fashioned Square Dance, Its History, Lore, Variations and Its Callers. Complete and Joyful Instructions." In addition, calls and directions for grand marches, quadrilles, jigs, reels, hornpipes, polkas, round dances and "freaks and furbelows" are included. Difficult points are illustrated in a delightfully unusual way, music is either given or a source listed, and the directions and instructions are simple and clear so that even the uninitiated may follow them easily.

Primitive and Pioneer Sports

By Bernard S. Mason. A. S. Barnes & Co., New York. $2.50.

HERE IS A 342 page book for "regular fellows" of any age and a source book for recreation and camp leaders seeking "sure-fire" boys' activities emphasizing imaginative and individualized play. The picturesque games of bushmen, cowboys and woodsmen are described with explicit directions and many simple, clear illustrative diagrams and drawings. If you would have full directions for making and throwing boomerangs and bomba birds, spinning a rope, tying trick knots with a lariat or throwing a lariat, planning rope exhibitions and contests, cracking a whip, spinning the serpentine, throwing a tomahawk, making blowguns and darts or log rolling, consult this volume.

Youth—A World Problem

By W. Thacher Winslow. National Youth Administration. Government Printing Office, Washington, D. C. $.25.

THE SUBTITLE of this interesting compilation gives the key to its contents—"A Study in World Perspective of Youth Conditions, Movements and Programs." In bringing the material together for the booklet the National Youth Administration had the assistance of the Department of State which requested the United States consuls stationed all over the world to submit reports concerning youth conditions and programs in their respective countries. The material in the booklet, except for the section dealing with the United States, is based almost entirely upon the information contained in these reports and upon the Grey-Blue Report of the 1935 International Labor Conference on "Unemployment Among Young Persons." Recreation workers will want to add to their libraries this report of the situations in which youth finds itself in the various countries of the world.

Banquet Suggestions for Girls and Their Mothers

By Nelle Ansley. The Womans Press, New York. $.75.

THOUGH THIS material has been prepared primarily for Girl Reserves, any group of girls casting about for help in planning banquets at which their mothers will be entertained will do well to put this attractive mimeographed booklet on their list of practical aids. Plans are offered for seventeen different types of banquets and suppers. There are program hints and suggestions for decorations. A statement regarding costs accompanies some of the programs and throughout ways of keeping expenses down are kept in mind.

Camp Stoves and Fireplaces

By A. D. Taylor, A. B., M.S. United States Forest Service. Obtainable from the Superintendent of Documents, Washington, D. C. $1.50.

THE FOREST SERVICE of the United States Department of Agriculture, in developing the recreational resources of the national forests, has studied carefully and extensively the types of camp stoves and fireplaces best adapted to use under varying conditions. The result of the study is this book containing two pages on each type, one page telling of adaptation to location and use, design and construction and variations possible and the other page giving a sketch of the completed unit and plan, elevation and section drawings to aid in the construction. Simple and complex cooking fireplaces and stoves, barbecue pits and ovens, fireplace shelters, warming fires and camp fires, fireplaces within shelters, construction details, good and bad stonework, undesirable types and much general material of aid to the fireplace builder are included in this valuable book.

It's Fun to Build Things

By W. T. R. Price. Hillman-Curl, Inc., New York. $1.50.

THIS BOOK for the beginner in woodwork is practical and clearly written. And the entertaining way in which mistakes are anticipated will eliminate many of them. The author explodes the theory that elaborate tool kits are needed to accomplish good work. Mr. Price starts with simple projects and works up to more difficult ones.

Rediscovering the Adolescent

By Hedley S. Dimock. Association Press, New York. $2.75.

TWO HUNDRED BOYS, twelve to fourteen years of age, at the beginning of the study were observed systematically for a period of two years. The data that resulted made possible a description of the adolescent boy and his

development from twelve to sixteen years of age. The author of this book attempts to discover what effect the period of pubescence has on the play pursuits of the adolescent, his personality and behavior, his choice of friends, his emancipation from parents, his moral and religious thinking and a number of other closely allied subjects. The findings of this study are said to be startlingly in conflict with "what everyone knows." This fact in itself makes the book an interesting study.

Mr. Dimock recognizes the importance of play in the life of the adolescent when he says, "Play interests and behavior are central . . . in the development of the adolescent. They possess possibilities that are pertinent to his education for leisure, the satisfaction of his basic personality needs and desires, the formation of social attitudes and habits, and the revitalizing of contemporary education."

The author attempted to get the facts on such problems as these: "How do the play interests and activities of the adolescent differ from those of the preadolescent? Is there any evidence that changes in play interests during adolescence are related to the physiological changes of pubescence? How can the degree of popularity or acceptability which a boy has in a group be most accurately determined?" In reply to these and numerous other questions the author states, "The sifting of all this data yields no factual grounds for assuming an important association between pubescence and play behavior. We are forced to the tentative conclusion that pubescence plays a negligible rôle in determining the play interest of adolescent boys."

While old and commonly accepted theories are challenged throughout the book, yet one is conscious that the challenge lies in the facts presented and not in the opinions of the author. The facts are so arranged in pictorial form that their implication is clear.

Parties.

By Hazel Carter Maxon. E. P. Dutton & Co., Inc., New York. $2.50.

The author of this book believes that fun is the goal of any party, and since fun for the young person is one thing, and for the sub-deb another, and still another for older people, she has divided the book into three parts. The first contains parties for Youngsters, the second for the Young-and-Limber and the third for People-Who-Like-to-Stay-Young. Each party is complete from invitation to "Good-Bye," with suggestions for decorations, games, and here and there a special recipe. Parties are planned not only for the usual holidays but there are parties with novelty themes, indoor and outdoor parties, boys' parties, girls' parties, dances, showers and breakfasts and suppers.

Municipal and County Parks in the United States 1935.

National Park Service, Washington, D. C.

In 1925-26 the National Recreation Association, at the request of the National Conference on Outdoor Recreation, made a study of municipal and county parks in the United States. The American Institute of Park Executives cooperated in the study. Much of the important statistical data gathered was issued by the Bureau of Labor Statistics in Bulletin No. 462. This publication proved of such value that a similar study was conducted in 1930 by the National Recreation Association in cooperation with the Bureau of Labor Statistics. The findings of the study were published in Bulletin No. 565 of the Bureau of Labor Statistics. The usefulness of these two reports and the rapid expansion of park areas during the past few years made it apparent that a further study was desirable. Accordingly the National Park Service, in cooperation with the National Recreation Association, made a study in the year 1935 under the direction of George D. Butler of the Association. Valuable clerical assistance was given in the preparation of the report by the Division of State Planning of the State of New York.

How to Watch a Football Game.

By Mal Stevens and Harry Shorten. Leisure League of America. $.25.

Are you a football fan? If you are, perhaps you will not need this book. If you want, however, to understand the game this booklet will dissipate the clouds of mystery which always hover over it for the uninitiated. You will know just what is meant when you hear the howl, "It's a touchdown!"—just how it was scored, what strategy led to its culmination and what plays paved the way.

Girl Scout Diary for 1938.

Girl Scouts, Inc., New York. $.10.

The new year rolls around and the Girl Scouts put out a new Girl Scout Diary for the recording of major events of each day. It is a pocket-size booklet with inserts of Girl Scout requirements, nature facts, first aid and safety hints, camp craft and other good-to-know things, illustrated with lively sketches. So, if nothing exciting happens on July 31st, the diarist, while chewing her pencil, glances at sketches of insect craftsmen and insect musicians on that page and finds that the day is not without adventurous discovery after all!

Your National Capital —

Seventy-Fifth Congress. International Bank, 726 Jackson Place, Washington, D. C. $.50.

This volume of a hundred pages contains more than fifty views of the national capital and other places of historic interest, together with individual photographs of the entire membership of Congress. It is a pictorial presentation of the nation's capital and of a history-making epoch.

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Getting the Spirit of Recreation into the Human Relations of Government

THE field of human relations is to a considerable degree an unexplored, unadventured, unconquered territory. The earth's *surface* has been fairly well covered. Human relations on this earth yet remain to be worked out.

What in government gives abundant life to man? What about business and industry and labor relations from the point of view of life values — current human satisfactions? What forms of service satisfy most — what activities, what recreations are essential to different types of individuals?

The task is not for those who seek to reduce everything to dry, dusty formulas. The task is rather warmly human to be lived out, worked out, in the spirit of recreation, of good clean fun.

Government, education, social work, health work, civic work exist for securing certain very definite and concrete results, but at the same time human relations and a certain spirit of living are established and developed that may be more important than the immediate results in controlling fire loss, preventing crime, reducing cancer, tuberculosis.

What builds the human spirit, what promotes the growth of man as man, not man primarily as a worker, as a storer up of goods, as a developer of the earth's surface, but man as liver, creator, artist, musician, comrade, neighbor, citizen?

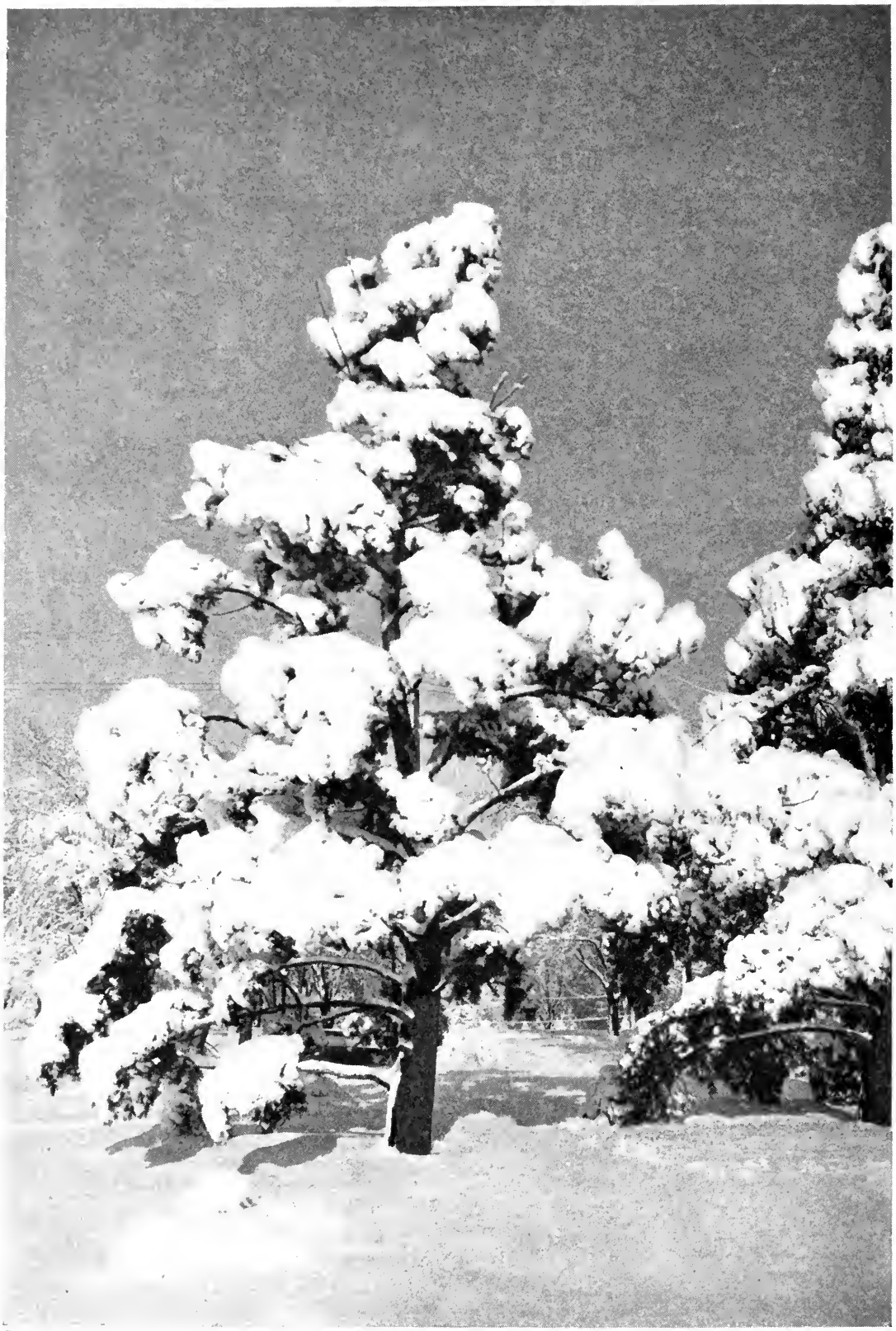
The first question to ask about a government from the point of view of the recreation movement is not—merely—does it make the trains run on time, does it keep the streets clean, does it insist on good building? Rather this and much more,—what is the given government doing to the human spirit, is it helping men to grow, is it making men of parts, is it making mellow citizens who live richly?

Those who are interested in recreation, interested in the leisure time of citizens, interested in living itself—are vitally concerned in the spirit which the government and all community institutions are creating, what they are doing to the men, women, and children. Are men made richer personalities, more independent, original, creative, self-reliant, thoughtful? Or are the citizens becoming more dependent, submissive, more of one pattern with less individuality, less sparkle, with fewer points at which they have a lively interest?

The spirit of the playground, of the recreation center is something which should affect all of life. The recreation emphasis on creativeness, growth, humanness, personality, long time human satisfactions, happy human relations has a bearing on the form of government and the system of administration in all community institutions. The measure of democracy and consideration for human growth and the simple joys of life in all community institutions are important to the fundamental purpose the recreation leader serves.

HOWARD BRAUCHER.

February



Courtesy American Forests

Citizen Leadership in Today's Leisure Time

By GLENN FRANK, LL.D.

On November 18, 1937, the Recreation Commission of Chicago held its third annual meeting attended by 1500 people. We are presenting extracts from an address given before the Conference by Dr. Glenn Frank.

THE CHICAGO Recreation Commission is an organized assumption of local responsibility to plan and effect a program for the productive use of the leisure time of its citizens through the collaborated efforts of public and private agencies. First, the Chicago Recreation Commission admits and assumes local responsibility for a local problem. That is refreshing in view of the almost America-wide tendency to relinquish local responsibility and refer everything to the Federal Government. When the nation was passing through the valley of the shadow of economic death it was essential that the Federal Government supplement local action and appropriation. Emergency periods call for emergency policies. But it is never easy to confine emergency policy to emergency periods. An extensive intervention of the Federal Government into local situations when emergencies are on, however justified, may cut the nerve of local responsibility well over into a post-emergency period. In a time of stress when the Federal Government must operate rescue squads it is easy for cities to get the habit of becoming chronic mendicants, asking alms at the gates of government. It is easy for cities to lose the habit of assuming local responsibility for local problems and it is even possible that a state's racket can be substituted for state's rights. As a symbol of a wholesome tendency the bold attack of the Chicago Recreation Commission on the local problem is significant.

Second, the Chicago Recreation Commission frankly undertakes a path of social planning for Chicago. Now, social planning, in my judgment, is of crucial importance to the American future but again in my judgment social planning can hamstring instead of harness the creative forces of American life unless the planning is evolved on the ground where it is to be executed and unless it is in terms of units small enough to be really manageable. I am frankly skeptical of the more ambitious dreams for national planning, because I honestly believe that nobody knows enough to plan this entire country. The complexity of so great a nation is limitless and the capacity of its leaders now, as in every generation, is limited. So unless I wholly misread the problem it is planning *in* the nation rather than planning *of* the nation that America so sorely needs. As an example of planning in the nation the Chicago Recreation Commission is significant.

Third, the Chicago Recreation Commission undertakes to correlate all the public and private agencies concerned with exercising the use of the leisure time of its citizens. Here again I think this Commission symbolizes something significant. There are two groups of extremists to which I hope the American people will never give loyalty. One group is against the government's doing anything very much beyond preserving order and collecting taxes, provided the taxes aren't too high. The other group is for the government's doing about everything there is to do. The first group are unconscious anarchists, although their conservative souls would shudder at the label. The other are unconscious fascists, although their liberal souls would rebel at being so named. The fact is that we need a properly balanced number of public and private agencies running neck and neck in a cooperative competition. It is desirable to have private agencies in the field of social service in a time like this when the world around there is a decisive shift in the balance between voluntary social action and imposed governmental action. I think the avowed purpose of the Chicago Recreation Commission to tackle this city's problem of leisure time through a correlation of public and private agencies is significant.

I want now with the utmost brevity to state what seem to me some of the more fundamental aspects of the problems of leisure which call this Commission into being. The first thing I want to say is that the ultimately right solution of the problem of leisure time use in American civilization and in our great cities is going to depend upon the success or failure we have in developing certain qualities of mind in the leadership of the community, state, and nation. I want to suggest that there are three qualities of mind that this nation-wide problem of leisure time use calls for.

Three Qualities of Mind Demanded

First, the right attack on this problem calls for a mind that can take long views, a mind that can think in terms of the next generation as well as in terms of the next election, a mind that considers the unborn part of its constituency even if the unborn has no vote. It is never easy to achieve that long view in America because we are essentially a nation of improvisers. We like to hatch policies on the spot. We tend to think under the spell of the immediate and to confine our thinking on fundamental issues to moments of campaign or crisis. When things are running smoothly we tend to take the easiest way, and the man among us who insists on talking about fundamental policy when social, political and economic thunderstorms are not in the sky, is likely to be set down as an impertinent and impractical meddler in other people's business. We play by ear in a great many fields beside music. This is why in so many fields of our national life the ground is cluttered with jerry-built policies thrown out of short range minds in the midst of time of stress. I set down first that an intelligent approach to the community-wide, state-wide, and nation-wide problem of the use of leisure in this generation calls for a mind that habitually takes a long view.

Second, this leisure time problem calls for minds realizing the complexity of this problem. Again it is very hard in America to get anybody to admit that any problem isn't terribly simple. We are essentially a patent medicine-minded people. We have a childlike faith that there must be a pink pill for pale agriculture or pale labor or pale business, and that if we could only find that one little precious pill, Utopia would be the next station stop. We are quite impatient with anyone who maintains that none of our public problems is really simple. This problem of leisure time calls for minds that know there are no pink pills that will effect a swift and sure cure for a conplex difficulty. So this whole thing is doomed to sterility if the minds behind it oversimplify it. I shall try to indicate later what I mean by the complexity of this problem.

Third, I suggest that this problem calls for a mind that works for a cooperative leadership of the community, the state, and the nation, rather than the competing leaderships in the nation. We Americans tend to work too much on the "lone wolf" theory of leadership, with business leadership over in this corner, and labor in that corner and agriculture in another. This problem calls for something beyond this medley of competing leaderships, because, after all, whatever happens in any one of these great functional fields of American life profoundly affects the whole social and cultural welfare of the American people, and until there is cooperation and coordination between these varied functional leaderships it is impossible to do more than talk about a really cultural attack upon the leisure time problem. Without getting into any lengthy discussion, let me say that for purposes of discussion we may say that three great leisure areas confront a commission such as this: leisure for the child, for youth, and for the mature.

Play for Children

I was reminded by Dr. Rumley of the formulation of a philosophy and statement of play that a very astute-minded student of the problem made some years ago. That statement was esssentially this: that play is in reality the work of the child, that play does for the child now what the work of primitive man did for him, that almost every one of the games that boys especially play—running, leaping, jumping, throwing, clubbing — is more or less instinctive repetition in the play time of the modern children of the work activities of the adult primitive man. Out of the running, out of the leaping, out of the joining together, primitive man learned how to double the capacity, energy and ingenuity of the individual primitive man and thus obtain his food, protect himself from the menace of animals and evolve techniques of survival for himself. Over the generations, children of more modern days have instinctively reproduced in play that which primitive man did in the serious business of getting food and managing to survive.

Now if that interpretation of the historic evolution of more or less instinctive play be true, and I think it is, then the community that denies to the modern child adequate facilities for play is doing to modern children what would have been done to primitive man if his hands had been tied behind him and his feet manacled so that he could not run and leap and hurl rocks and gang together in a cooperative attempt to get food, to protect himself and thus to survive. That is in essence the problem of the leisure for children—so to organize a kind of play life for children that out of it the skills will be developed, the capacity for cooperation developed which will make them function more intelligently and more effectively as in-

dividuals and as members of social groups as they move on into maturity.

Leisure for Youth and Adults

I am going to say nothing about leisure for youth beyond the fact that with the tendency known as the prolongation of infancy, with the lengthening of the years allowed to education, with industry taking workers on a little later and dropping them considerably earlier, that the margin of time not devoted to active earning work is larger and larger as the years pass with modern American youth, and that presents a challenging problem to a great commission such as this.

The problem I am concerned to state is the third aspect of the leisure time use problem, leisure for the mature. I needn't say to this group that the idleness of a man who can't get a job isn't leisure. A great recreation commission must of course face that difficult problem of how best to pour some richness of meaning into those idle hours of men who, through no fault of theirs, are unable to do a man's work in the course of day. You know that problem. I merely say that the idleness of unemployment is not leisure and I am suggesting that this recreation commission, when it fully tackles the problem of the use of leisure time to the best advantage of the individual and American civilization, must concern itself not only with doing the best it can for involuntary idleness and must not only simply stand still and say, "If and when the other forces of civilization shear out a little margin of leisure, then as a recreation commission we will do the best we can to plan an intelligent program for them." Beyond that a great recreation commission ought to be concerned with the question of how we are going to produce the amount of leisure and kind of leisure a really great and glowing civilization such as America is, should have, and it is on that question of organizing to produce leisure as well as organizing to serve leisure hours that I want to speak for a few minutes.

Leisure Defined

Leisure in this power age is that margin of time which men on a decent standard of living and with a decent sense of security have free for the pursuit of values that lie beyond economics. Now I give you my own judgment. I think that we of this generation and our children can achieve this sort of leisure in but one way, and that is by the full and unhampered utilization of our modern economics, of science, technology, and power production. We cannot achieve this productive sort of leisure by curbing these giant forces of social

Out of the play life of children skills are developed and the capacity for cooperation is fostered

Courtesy Childhood Education

modernism, and I take it to be essential to a really productive movement for the intelligent use of a nation's leisure time that the directing and guiding forces of such a movement shall have a clear conception of the instruments with which and through which alone as a people we can achieve this leisure for ourselves and our children in this power and machine age.

It is very easy for some Americans to assume that we are tied irrevocably to this machine age, that it is an absorbing sort of economy that is bound to suck all the juices of meaning out of men and therefore the best we can do is to say that we are tied to it and we are doomed as busy, non-cultural people. That, of course, no intelligent man will admit. I am convinced that our only hope of producing adequate leisure—leisure so coupled with adequate living standards and a sense of economic and social security—is by the full and unhampered use of this machine economy. Frankly, at the moment we are listening too much to councils of despair regarding these great hordes of social modernism to which I have referred. If you won't misunderstand it, frankly, I can't understand the inconsistency that we Americans sometimes display. We say, and I know we are sincere when we say it, that our whole purpose is to achieve the abundant life within the reach of the last living American. Then at the very first appearance of actual abundance we start to whimper and say unless we can devise ways and means of checking this large production we are ruined. We insist, and rightly, that perhaps a third of this great population is inadequately fed, clothed and housed. Then the minute we learn that we are likely to raise somewhere between sixteen and eighteen million bales of cotton this year with which we might do something about the ill-clad third, we begin to cry out for controls and subsidies.

I think if we are going to do anything about producing adequate leisure and turn it to sound cultural and spiritual advantage, that we are going to have to realize that the blunt truth is that except as emergency measures for meeting emergencies we haven't been intelligent enough to avoid, there can be neither rhyme nor reason in the fantastic notion that either in American industry or agriculture we can bring the abundant life, leisure and cultural opportunity to the American millions by putting our productive capacity in chains, by producing less and by charging more.

What do we mean when we Americans talk about the abundant life and productive leisure? I take it we mean a better fed, better clothed and better housed people, with bodies and minds and spirits so emancipated from unduly low living standards that they are free for the pursuit of these values that lie beyond economic values. If I am right in assuming that the leisure we want is not the mere idleness, but must be the free hours of men with decent living standards and economic and social security, then there is an economic base to that economic life, and we shall never have it by pursuing the will-of-the-wisp policy of fewer goods at higher prices. We shall some day have to become intelligent enough to realize that this problem of leisure, if it is to flower into a civilized culture for our people, must sink its roots in the elementary economic fact that the abundant life must proceed from a nation-wide policy of more goods at lower prices and not fewer goods at higher prices.

"We need to find a wider variety of forms of group and individual activity if we are to meet the requirements of any large proportion of the total population.

"We need to understand the place of leadership in adult activity and to discover ways for development and training of leadership.

"We need to interpret unit costs of recreational services.

"We need to study how the form of every activity offered may become an educational process in itself. This does not mean control or regimentation; it means the contagious exercise of skill, the helpful guidance and friendly service of competent leaders.

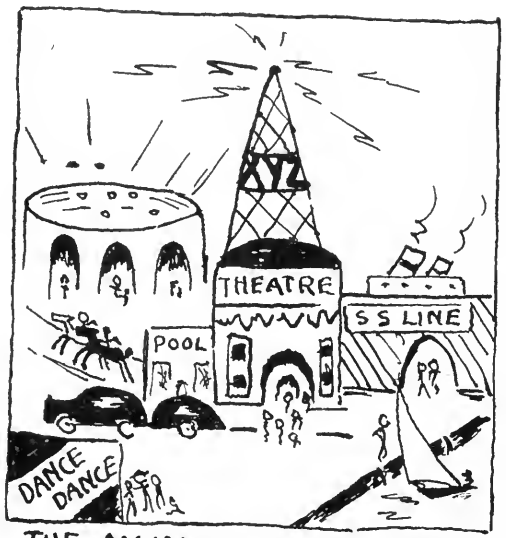
"Most cities need more community centers which will increase opportunities for study, discussion and participation in public affairs.

"Most cities need more lighted facilities for night activities such as tennis, softball, croquet and the like.

"Most cities need development of additional camping facilities for boys and girls from underprivileged areas.

"More cities need a city-wide recreation council or commission to study the needs and trends of recreation."—*G. W. Danielson,* Superintendent of Recreation, Oklahoma City, Oklahoma.

The Amusement Industry



THE AMUSEMENT INDUSTRY

Vacation travel, the automobile, amusement parks, motion picture theaters, dance halls, billiard parlors and bowling alleys, sports and the radio contribute to the stupendous sum of approximately $6,000,000,000 spent every year for recreation and amusement

ATTEMPTS have been made in various articles to provide approximate estimates of the total expenditures of the American people on recreation and amusement. An aggregate figure of some $6,000,000,000 was presented as an annual average for the past several years, constituting almost 12 per cent of the national income for the year 1934, and current gains hold out the prospect that in the near future this total may well approach the $10,000,000,000 annual total estimated by former President Hoover's Committee on Social Trends for the period 1928-30.

Recreational and vacation travel, dominated by pleasure uses of the automobile, account for by far the greater part of this immense sum, while large amounts are spent annually by the American people on sports, but a further classification of recreational expenditures is represented by such forms of commercial entertainment as motion pictures, the radio, and innumerable places of public amusement including billiard parlors, bowling alleys, horse and dog race tracks, sports and athletic fields, dance halls, the legitimate stage, amusement parks, bands and orchestras, museums, swimming pools and bathing beaches.

A recent survey of the Census of Business has placed the aggregate receipts, for 1935, of all places of commercial amusement, including motion picture theaters, at $699,051,000, while, in this same year, retail sales of radios amounted to $230,890,000. Grouping together these expenditures on commercial entertainment, a sum approximating $1,000,000,000 is obtained, representing about 16 per cent of our total annual bill for recreation.

This sum, indeed, ranks high among those secondary expenditures whose progressive increase in recent years, as discussed in the May issue of *The Index,* provide such graphic proof of our resurgent standard of living. While it does not amount to as much as our total expenditures on tobacco products, it far exceeded, in 1935, total value of manufacturers' sales of alcoholic beverages, was about four times the total value of confectionery manufacturers, almost nine times that of manufacturers of perfumes and cosmetics, and nearly twenty times that of toys, games and playground equipment.

Growth of Commercial Amusements

The American people have not always spent such a considerable part of their income on amusement or entertainment and it was not until the advent of the motion picture and the radio that the amusement industry as a whole played a rôle in our economic life analogous to that which it holds today through the total of its receipts and the employment it directly or indirectly provides. For while the motion pictures may be held responsible for the decline in importance of other forms of entertainment, notably the stock companies and vaudeville shows which formerly toured throughout the country, they never reached an audience, provided the employment, or obtained the revenue which motion pictures and the radio command today.

Amusement places are primarily a product of the increasing urbanization and industrialization of the country. A century ago they were few and far between. A struggling theater, largely con-

fined to a few large cities, appealed to a very limited audience; there were a few commercial museums of curiosities, and occasional traveling shows, equestrian circuses, and exhibitions of freaks and curiosities toured the country. There was nothing remotely comparable to the radio.

The amusement field was first exploited on any considerable scale in this country by P. T. Barnum. At a time when the theaters were largely empty he made his American Museum in New York a popular source of public entertainment, and touring the country with some of the special attractions he brought to this institution, he first made a real business of amusing the American people.

His lead gave a new impetus to the movement to provide the growing mass of urban dwellers with popular entertainment, and during the latter part of the nineteenth century the gradual development of the circus, of vaudeville shows, and of itinerant theatrical stock companies brought this phase of the amusement industry into being. Widespread as these sources of entertainment became, however, the advent of moving pictures foreshadowed development on a scale previously impossible.

These were first shown in vaudeville houses, but in 1905 the first motion picture theater was established, exhibiting "The Great Train Robbery" for five cents admission. Following the success of this experiment, "nickelodeons" multiplied rapidly—by 1907 there were some 5,000 of them and the moving picture public was increasing by leaps and bounds.

Feature pictures, the development of stars, more elaborate production and finally sound pictures served to extend the popularity of this new form of entertainment until it took rank among the country's leading industries. In 1931, invested capital was estimated at $2,000,000,000, and throughout the country some 14,500 theaters with a total seating capacity of more than 12,000,000 were entertaining an estimated weekly audience of from 80,000,000 to 100,000,000 persons, according to the Motion Picture Almanac.

The radio neither replaced nor supplemented a predecessor. The idea of bringing popular entertainment directly into the ordinary home in the form of dance music, concerts, story-telling, running accounts of sporting events, the spoken drama, and associating with it such informative or educational features as public speeches, news summaries and lectures, is something entirely new. Just how new is easily forgotten in view of the universality of the radio today, but the first professional public broadcast was given as recently as 1920. The growth of the radio industry and parallel development of commercial broadcasting on a national scale have since then been phenomenal, bringing to the American people a readily available and comparatively inexpensive form of entertainment which has been of tremendous social significance.

The rapid expansion of radio resulted from tremendous popular enthusiasm as new sources of broadcast entertainment were developed and its value along informational and educational lines became more and more widely appreciated. At first, the services of artists, musicians and professional talent were obtained without charge, but as broadcasting developed, the expense involved and the need to pay entertainers led to the introduction of programs sponsored and paid for by advertisers who sought in the radio an effective means of building up public goodwill. The organization of national broadcasting services quickly followed, and radio, as we know it today, became an established feature of our national life.

Its rate of growth may, perhaps, be best illustrated by the expansion of radio sales. Within six years of the first professional broadcast, or by 1926, they had risen to 1,750,000 units with a retail value of $200,000,000; three years later they had almost tripled to a total of 4,438,000 units valued at $592,068,000. Radio had become one of the country's outstanding industries.

Commercial exploitation of sports has a longer history than the movies or radio, but is comparatively new in the scale known today. While the establishment of billiard parlors and bowling alleys followed a gradual course as the population of cities grew and horse races have always been a popular feature of this country's recreational life, other organized sports for which admissions are charged date from the latter half of the nineteenth century. Their development may be traced in the increasing popularity of professional baseball as a spectator sport, in the interest aroused in prize fighting as it was somewhat raised from the low standards which originally prevailed in the days of bare knuckle fighting, and, more recently, in the development of professional hockey, professional basketball, professional football, and many other sporting contests which are staged for the entertainment of the growing army of sports enthusiasts who may or may not play the games

themselves but are willing to pay for the privilege of watching them.

Expenditures on these spectator sports naturally enough do not reach totals comparable to the hundreds of millions the American people are currently expending on moving pictures and the radio, but their popularity is indicated in the gates for certain outstanding events. Over $1,000,000 has been received in admissions for a baseball world series; in the pre-depression period of prize fight popularity, the gate at a world championship bout was more than $2,500,000.

Other commercial amusements are the fairs, carnivals, amusement parks and popular entertainments which are held every summer throughout the country.

Motion Pictures and Radio

The final result of this gradual development of commercial entertainment, so greatly accelerated by the popularity of motion pictures and the radio, with their universal appeal and reasonable expense, has been the creation of what may be termed the modern amusement industry with total admission receipts and sales amounting, in 1935, as previously noted, to almost $1,000,000,000. In all, some 37,677 places of commercial amusement were reported in the survey of the Census of Business covering the year 1935, providing employment for 31,215 active proprietors and an average of 157,789 employes, with an annual payroll of $159,641,000. The radio and phonograph industry, numbering 195 establishments, provided work for an average of 44,792 wage earners receiving $42,910,000.

Among the amusement places, motion picture theaters, including those also showing vaudeville, numbered 12,024, or about one-third the total, but they accounted for $508,196,000, or approximately 70 per cent of the aggregate receipts. This compares with a total throughout the country of only 158 other theaters, including legitimate stage and opera, which took in $19,630,000 in receipts, or less than 4 per cent of the total for the motion picture theaters.

Of the former establishments, some 26.8 per cent were located in cities of 100,000 and this group accounted for 55.6 per cent of the total receipts of all motion picture theaters. Moreover, while 53 per cent of such theaters were in towns of less than 10,000, they reported only 19 per cent of total receipts. Smaller seating capacity as well as lower admissions accounts for this allotment of motion picture receipts, while in rural districts, the development of good roads and increasing use of the automobile have more and more caused the farm population to visit the nearest city for its entertainment.

On the production side, the moving picture industry has expanded, as the present number of motion picture theaters and their aggregate receipts would indicate, to a new high level of activity. The total cost of production, in 1935, was $188,470,000. This constituted a rise of 58 per cent over comparable figures for 1933, and was slightly higher than the previous peak of $184,102,000 in 1929.

Expenditures on radio entertainment, as estimated by the previously noted figure of $230,890,000 for the retail sales in 1935, are approximately half the amount spent by the public on moving pictures even with due allowance for the costs of broadcasting as represented by the fees paid by advertisers. While this total was less than 40 per cent that recorded for 1929, a sizeable increase was shown in 1936 when retail sales of radios reached $315,000,000. Moreover, on a unit basis, a new record was established last year, sales totalling an approximate $7,000,000 in comparison with $4,438,000 in 1929. It is currently estimated that there are some 33,000,000 radios in the homes, cars and meeting places of the nation.

Reports of the radio industry, with which is allied the manufacture of phonographs, place the total value of production, in 1935, at $200,973,000, a gain of approximately 68 per cent since 1933.

General Places of Amusement

Next in importance to the motion picture theaters in the groups of amusement places classified in the Census of Business, but with receipts far below those of either the motion picture or radio industry, are billiard and pool parlors, and bowling alleys. While they number, throughout the United States, 12,412, or slightly more than the total of motion picture theaters, average annual

receipts of only $3,486 bring their 1935 aggregate income to only $43,271,000.

An even greater proportion of these establishments are located in cities of more than 100,000 than in the case of motion picture theaters, nearly one-third of the total, accounting for 44 per cent of the receipts, being found in such communities, but at the same time, places with less than 10,000 inhabitants have billiard parlors and bowling alleys reporting 31 per cent of total receipts. On a geographical basis, they are widely scattered throughout the country, although there are more located in New York than in all New England, and also nearly as many as in the entire group of South Atlantic States.

As pointed out in the July, 1936, issue of *The Index,* estimates place the number of devotees of billiards and bowling at approximately 8,000,000 for each of these games, or more than those of any other organized form of sport. They are not only among the longest established sources of recreation in this country, both billiards and bowling being well known in Colonial days, but among the most popular.

Horse and dog race tracks follow billiard parlors and bowling alleys on the basis of income. While the Census of Business reports only 64 throughout the country, California and Florida leading with nine and eight respectively, average receipts per establishment of $507,281, bring the annual total for the group up to $32,466,000 or almost 5 per cent of the aggregate for all amusement places. Total purses and stakes on all American horse race tracks in this same year amounted to $12,792,000, while it has been further estimated that close upon $2,000,000,000 was wagered on the outcome of horse races.

A group of 426 baseball and football clubs, sports and athletic fields, and sports promoters are next in order, with total receipts aggregating $25,273,000. Their average employment for the year was 5,410 and the annual payroll $9,699,000. In this classification are included all professional and semi-professional athletic clubs, and in the case of baseball and football clubs, revenue from the sale of players' contracts is incorporated with general revenue.

The legitimate stage and opera, with receipts of $19,630,000, follow these clubs, and are in turn succeeded by dance halls, studios and academies, with receipts of $14,831,000; amusement parks with receipts of $8,982,000; bands and orchestras with receipts of $4,611,000, and amusement devices—carousels, ferris wheels, games of chance usually associated with fairs, circuses or amusement parks — with receipts of $4,360,000.

Among other establishments surveyed were bathing beaches, boat and canoe rental services, skating rinks, swimming pools, riding academies, tennis courts, carnivals, exhibits and expositions and rodeos. As stressed by the Census of Business report, no such survey can hope to be complete. Establishments proffering other services or goods in addition to amusements were excluded unless more than half their receipts came from paid admissions or fees, and in many instances no data could be obtained because of the seasonal character of the amusement. The aggregate receipts of these miscellaneous places of amusement, however, amounted, in 1935, to $34,392,000.

The geographic distribution of receipts of all places of amusements further emphasizes the concentration in large cities. New York City alone accounts for $109,458,000, or somewhat more than 15 per cent of the nation-wide total. This is almost twice the total for all New England States, or of that of the entire group of South Atlantic States; it is more than five times that of the mountain states. Chicago accounts for the next largest share of receipts, $35,507,000; Philadelphia for $16,739,000; Los Angeles for $16,242,000, and Detroit for $11,166,000. These five leading centers of amusement or entertainment thus account for $189,112,000, or some 27 per cent of the national total.

Conclusions

These statistics represent at best an approximation of what is annually spent on commercial amusements in the United States and would unquestionably be greatly expanded if more complete data were obtainable, and admissions for amateur spectator sports, such as college football and other general entertainments were included in the aggregate total. While it does not appear that the total amusement bill is as high as it was in 1929, the increase noted in comparative statistics for 1933 and 1935

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These facts, taken from an article appearing in the September issue of "The Index," testify to the enormous growth of the commercial recreation movement as well as to the remarkable development of certain forms of entertainment such as the radio and the motion picture. The facts and figures given present a challenge to the public recreation movement.

Model Playgrounds for Cleveland

By LEYTON E. CARTER and EDWARD A. LEVY

Mr. Carter is director of the Cleveland Foundation and chairman of the Mayor's Board on Playgrounds and Recreation. Mr. Levy is assistant at the Cleveland Foundation and secretary of the Mayor's Advisory Board on Playgrounds and Recreation. The story of careful planning they present, and the step by step procedure outlined will be helpful to all groups planning playground programs.

THE CLEVELAND Foundation, a community trust for charitable and educational purposes, has recently constructed for the city of Cleveland two model playgrounds. In so doing the Foundation has had in mind the stimulation of public interest and the demonstration of what model requirements involve for meeting community needs in an up-to-date fashion. It is believed that popular appreciation of what model standards involve can best be developed by concrete example. "Seeing is believing."

In the not distant past the city of Cleveland stood well down the list of cities in municipal provision of recreation facilities and recreation program. This was due to several causes which cannot be elaborated here: the lack of any well-considered, long range policy of providing physical facilities; ineffectual administration of existing facilities; stereotyped and inadequate program of activities; lack of leadership and an uninformed and indifferent public. Meanwhile the effects of the depression further impoverished this already undernourished function of government. As a result, during the period when wholesome, absorbing, and constructive recreational opportunities were most bitterly needed by the children and youth of the city, particularly by the less fortunate, public efforts were at a low ebb in quantity and quality.

The First Step—A Study

Late in 1935 the Foundation, through its director, Leyton E. Carter, assisted by Edward A. Levy of the Foundation staff, undertook a study of public recreation in Cleveland. This study was made public in the early summer of 1936. Previously, however, many of its findings were made available to the city's new administration under Mayor Harold H. Burton — an administration which had early given evidence of intelligent interest in problems of recreation and of willingness to tackle constructively the problems which had accumulated in this field.

The study report revealed in a systematic way the striking deficiencies in facilities, program and personnel in almost every major phase of public recreation which the city faced. But more than this it sought to make concrete and practical recommendations for bettering the situation. The whole situation was conditioned by acute financial problems which confronted the city, which did not preclude, however, resourceful and intelligent action upon the part of city officials.

An Advisory Board Appointed

An early step taken by the city administration was the appointment of a Mayor's Advisory Board on Playgrounds and Recreation made up of informed public citizens—social agency executives, school teachers, business and professional men, representatives of women's civic organizations and others. The services of the chairman and secretary of the Board were made available by the Foundation as well as a modest grant of money for incidental expenses.

During the first year of the administration this group applied itself diligently to the problems revealed by the Foundation's study and the general situation with which the city was confronted. Fortunately there was a "meeting of minds," and the best cooperation existed between the Board and the city administration as well as increasingly cordial relations with the City Council.

Only bare mention can be made here of the Board's activities. Major attention was given to (1) improvement of personnel through restoration of the merit system in the administrative service, (2) planning of programs of reconditioning of play areas and equipment chiefly through WPA and NYA assistance, (3) provision of "emer-

gency" playgrounds to be manned largely by NYA assistance, (4) building the case for more adequate appropriations for the recreation services and advocacy of such before council committees, and (5) securing some restoration of salary and wage rates for staff positions.

Largely as a result of distinct progress along all these lines the Foundation early in 1937 gave serious consideration to the provision for the city of one or more model playgrounds as demonstration projects. Despite the progress which the city administration had made in the whole recreation field, particularly through the persistent efforts of the director of parks, Hugo Varga, and J. Noble Richards, recreation commissioner, and their associates, little financial provision could be made for improved facilities of a model character.

Securing Sites for Playgrounds

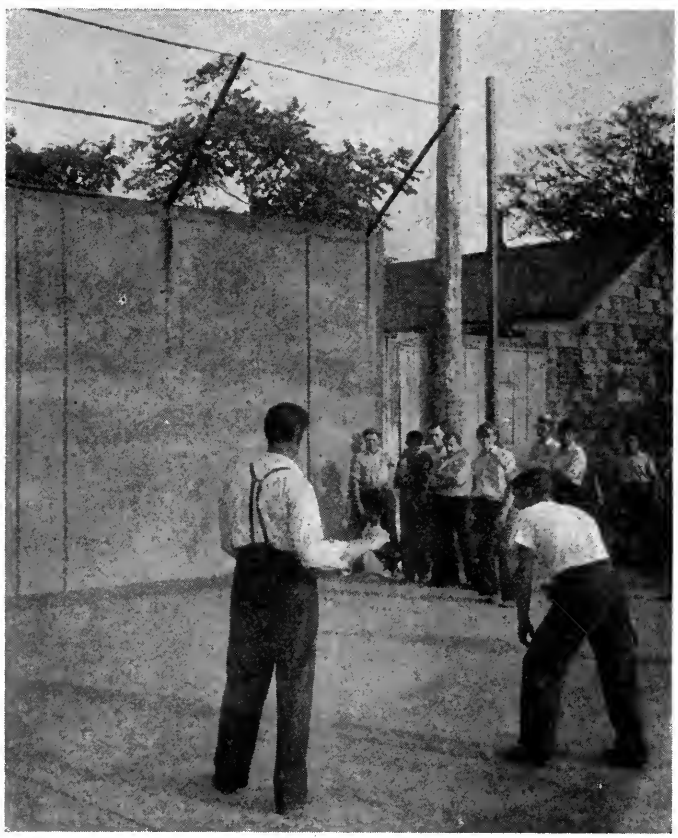
Study was given to several possible sites and conditions of need. While it is true that city-owned playground sites total less than a score, few of which are of any considerable size, it was also true that the Foundation did not have large sums available for expenditure. At length a site of very modest size was selected, a small unused spot in the rear of a city bathhouse. This site is in the so-called "Tremont Area" within the most congested district of the city with a white population of mixed foreign extraction. It is in the lower, if not about the lowest, economic brackets and has a high ratio of child and youth population. Likewise, it is an area which in the past has shown, according to official records, a high index of crime and juvenile delinquency. All in all it seemed a good place in which to start.

Upon selection of the site the Foundation invited W. C. Batchelor of Ohio State University to develop playground plans for the site. This was done in consultation with the city's park and recreation staff. In general Mr. Batchelor's recommendations were adhered to in construction. However, a more permanent job was done than had been contemplated in the original plan. Work was begun shortly before the first of June and completed approximately six weeks later. The work was done by a private contractor engaged by the Foundation and under supervision of the city's park department engineers.

Layout and Facilities

In planning and constructing the playground, known as Lincoln Bath Playground, three principles were borne in mind. First, all facilities should be of a permanent type of construction. Second, activities appropriate to the needs and wishes of the neighborhood should be provided. And third, facilities should be developed which would insure maximum use of all parts of the playground and accommodate as large a number of people as possible at all times.

A section of the handball court at the Lincoln Bath Playground, the face of which is a neighboring garage wall treated with gunnite



A noteworthy feature of the playground is the number of facilities which have been constructed of concrete. The major portion of the playground area is covered with a concrete slab 10,800 square feet in size. Upon it are provided two regulation basketball courts, with a volley ball court marked out inside each, two paddle tennis courts, two shuffleboard areas and two handball courts. The permanent equipment required for these ac-

tivities, such as basketball backstops and net poles, is fitted into sleeves which are embedded in the concrete. This makes possible removal of all equipment readily, and, by fitting caps over the sleeves, enables use of the slab for dancing, skating, drama and other activities.

Permanent equipment, such as basketball backstops and net poles, is fitted into sleeves which are embedded in concrete

Because of the sandy nature of the soil it was not found necessary to lay a foundation of cinders under the concrete surface. The slab itself is four inches thick around the edges and at the expansion joints. Here curbing fifteen inches wide and flush with the surface extends into the ground one and one-half feet. Temperature mesh is provided throughout and steel reinforcing bars are extended from the curbing into the slab itself at intervals of ten inches. These bars are approximately a yard in length. Three expansion joints are provided, one running the length of the slab and the other two the width. Boundary lines for the various activities are painted on the playing surface with cement paint. It was found that with two coats of this paint the lines remain visible, despite intensive use of the facilities, for approximately six months. It is recognized that the most effective method of laying out the playing courts is the process whereby strips of concrete—colored with a pigment—are embedded in the playing surface. The cost of this type of construction over the large area proved prohibitive.

Five concrete ping pong tables were provided. Each table, including the five legs and playing surface, was constructed in one piece. Permanency in construction is believed assured through liberal use of temperature mesh and steel reinforcing bars. In addition, the table legs were extended approximately two feet below the ground level. A red pigment was added to the cement used in construction of these tables to reduce the glare of the sun upon the surface. Permanent boundary markings were obtained by inserting strips of dark colored concrete into the playing surface.

Three horseshoe courts have also been provided. The sides of the boxes and the back are built of concrete. A railroad tie has been placed at the front. These boxes were made permanent by extending them approximately twenty inches below the surface of the ground and by the use of steel reinforcing bars.

A unique feature of the playground, it is believed, is the handball court. Fortunately there is located directly adjacent to the playground and within six inches of the property line the back wall of a garage. Permission was obtained to use this garage wall as the face of the handball court. A substance known as gunnite—a thin grout cement—was employed in the surfacing of this wall.

The preparation was applied by a pressure gun to a thickness of approximately three inches. Angle irons were riveted to the wall and wire netting stretched across the top and down the sides to catch stray balls. The gunnite composition was used first because it rarely develops cracks and second because it clings to the wall. Playing lines were painted into the gunnite surface with cement paint.

A drinking fountain built entirely of concrete and several benches constructed of wood and concrete were donated to the Lincoln development by the National Youth Administration. Both the fountain and the benches were manufactured through an NYA project conducted in cooperation with the Municipal Division of Recreation.

The portion of the playground not covered by the concrete playing surface is surfaced with a preparation known as granulated popcorn slag. This slag composition was used principally because it packs down readily and, after being trod upon and frequently watered for a few weeks, becomes solid under foot. After a short time little care need be exercised in the maintaining of this surface. It is relatively dustless and needs only to be wetted down occasionally and raked over now and then.

One of the notable features of the playground is its availability for night use. The entire playground is flood lighted according to specifications furnished by a leading electrical equipment manufacturer. The lighting layout consists of six thirty-five foot poles and fourteen reflectors each housing a 1500 watt bulb. The lighting is so adequate and so evenly distributed over the area that it is possible to read a newspaper without difficulty at any point on the playground.

The playground is surrounded with ten foot fencing. No gates are provided but an opening is situated at one corner of the playground area. It is believed advisable to permit access to the grounds at all times rather than to lock it up and run the risk of having the fence cut away or torn down.

Credit is due officials of the city of Cleveland for the fine cooperation which they gave to the undertaking at all times. In addition, the Division of Recreation donated several items of equipment and permitted its crew of maintenance and repair men to help out on various details. The municipal light plant was responsible for erecting the lighting equipment.

The Playground in Action

Activities at the playground are conducted by the city's Division of Recreation. The normal playground staff is composed of a director and three assistants, each working approximately seven hours a day, five days a week. When the attendance shrank considerably during cold weather the staff was reduced accordingly. It is expected that the number of participants will increase with the coming of spring and that consequently the present staff will be augmented. It was found that the largest crowds attend in the evenings and therefore more staff assistance was made available after 6 P. M. Selection of playground personnel at Lincoln was based upon several factors—experience in directing playground activities, knowledge of the psychology of working with neighborhood groups, and ability to interest children in the playground and maintain community interest.

During the summer months activities at the playground were conducted from ten in the morning to ten at night. After school opened in the fall the schedule provided supervision from 3 P.M. until 10 P. M. It is expected that the seven hour schedule will be adhered to as weather permits until the close of school in June.

Attendance at the playground has exceeded all expectations. In the twenty-one weeks' period from July 9th to December 3rd a total attendance of approximately 25,000 has been recorded, or a weekly average of 1,175. The bulk of the attendance is made up of boys and young men. Evening attendance has been particularly striking. Often on a warm night as many as 400 have crowded into the area to participate as their turn came in the various activities. Needless to say, every facility is taxed to the limit under such circumstances. Any doubts as to the popularity of the facilities and program conducted are dispelled once one has observed such community use of the playground.

In the development of the playground, known as the Lincoln Bath Playground, the Foundation expended approximately $3,700—not a large sum, it would seem, for the facilities provided and the results being obtained.

A Second Playground Undertaken

Shortly after the first of August the Foundation Committee appropriated funds for the development of another model playground. This sec-

ond demonstration undertaking was decided upon partly as a result of the immediately successful reception met with at Lincoln Bath Playground and partially because of the distinct need for more adequate playground facilities among the districts populated by the colored people.

Careful study was made of the available sites in the districts of the city inhabited by colored people. Since the Foundation was not in a position to donate lands for recreational purposes, it was necessary to select a site already owned by the city. The Portland-Outhwaite location at East 46th Street and Outhwaite Avenue was finally selected because of its adequate size, the adjoining municipal recreation center and outdoor swimming pool, the congested population particularly of children and youth, and the great need for modern playground facilities in the neighborhood. A new government housing project surrounds the playground and three public schools are near by. Construction work began September first and the city formally dedicated the playground October 29th.

The area developed is approximately an acre in size. Mr. W. C. Batchelor prepared plans in cooperation with city officials for the development of the site as in the case of the earlier undertaking. Guiding principles in the building of Portland-Outhwaite were permanency of improvements undertaken, popularity of facilities provided, and maximum use of the area developed. Consequently, facilities provided at this playground area are, to a considerable extent, identical to those at Lincoln Bath Playground.

Instead of one large slab marked out for a number of activities, two smaller ones were constructed at Portland-Outhwaite. One concrete area of 6200 square feet is devoted to basketball, one court being marked out for girls' rules and the other for boys. The smaller slab is lined for two paddle tennis courts. The basketball courts may be used alternatively for volley ball. Other facilities include four ping pong tables and a like number of horseshoe courts. (These were constructed upon the same specifications used at Lincoln Bath Playground.) Two combination badminton and deck tennis courts have been provided. The development also includes two regulation clay tennis courts which are being utilized during the winter season for ice skating. These courts were previously there.

Granulated popcorn slag has been used for the surfacing of the playground outside the concrete areas. A three inch application of this preparation seems to be adequate. The entire playground area is enclosed with a six foot Cyclone fence except for four foot high fencing upon an inner boundary. Two openings, but no gates, are provided. It did not appear wise to try to keep the grounds locked when not in use.

Adequate landscaping and planting were provided with the aid of the city and a WPA project. A planting bed of five feet was extended along the inside of the fence on all four sides of the playground area. California maples, Rose of Sharon and privet hedges were included in the program. This will greatly enhance the appearance of the area and provide shade as time goes on.

An outstanding feature of the Portland-Outhwaite development is the flood lighting equipment. As in the case of Lincoln Playground, the entire playground area is equipped with flood lights according to model specifications set up by a leading electrical equipment manufacturer. The lighting equipment includes eleven 45 foot poles and twenty-five reflectors each housing a 1500 watt bulb. Better than twelve foot candles of light are produced over the entire area. Two independent circuits are provided, a separate wiring arrangement for the tennis courts and another for the remainder of the playground. The city light plant installed the lighting equipment.

The program of Portland-Outhwaite Playground is directed by the Municipal Division of Recreation. Hours of supervised activity, qualifications of the playground personnel, and activity schedules at Portland-Outhwaite are patterned closely after present operating arrangements at Lincoln Bath Playground.

Resulting Values

The Portland-Outhwaite Playground has not been in operation long enough to determine the extent of its usefulness and community participation. The immediate acceptance has not been so great as in the case of the other development, but organized activities were not gotten underway until early winter. There is no reason to doubt, however, that under good management it will develop into a splendid neighborhood asset. The Foundation expended approximately $4,000 upon this project. To this the city added the shrubbery, considerable equipment and materials as well as supervisory services during construction. Except for erection of the lighting equipment the work

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Fair Play, in Football and So On

By JOHN PALMER GAVIT

"In the last analysis, fair play is the identifying characteristic of civilization."

ABOUT THIS TIME, two or three colleges in which for one reason or another I have special personal interest are going up against one another, and as well against other institutions of the so-called "higher" education, in respect of that quasi-gladiatorial conflict of brawn and sinew, tonnage, brains and coordination, known as football. Naturally in such matters one has bias of interest and hope *alias* expectation that the "home team" will acquit itself gloriously, even if, despite its damnedest and the will-to-believe persisting till the last whistle blows, it cannot win. A year or two ago, in a spirit of home-team fervor, I expressed to one of the leading football enthusiasts of one of "my" colleges whose eleven thus far that fall had sustained an unbroken record of victories my wishful confidence in its crowning that record fitly in the forthcoming final game of the season.

"Alas, I fear not," he replied, "though I should not admit it publicly."

"But why the sudden pessimism? We have licked everybody thus far hands down. It's only another game."

"Not so this time. We shall be, as usual at that college, too heavily outnumbered."

"What do you mean—outnumbered? Eleven on a side . . ."

"Yes, eleven at a time; but they'll drown us under their reinforcements — substitutions, you know." And he continued:

"It is almost an axiom in football that with anything like equality in the physical and mental qualifications of two teams, the advantage lies heavily with that group in which seniors predominate most largely. In a game so intricate and complex as football has come to be, in which the time for development is comparatively so limited, every additional week of practice gives added assurance of victory. I should expect our first team to be nearly if not quite the equal of this final competitor's first team; but that game is going to be fought out on the basis of *resources of fresh substitutes,* and here that other college can throw in *a whole second team* practically all of whom will have had three years of coaching under the same system; while we, when we begin to substitute, will have to rely upon sophomores."

"But I thought this was supposed to be a sport," I protested. "As you describe it, it sounds like war. And you take it so calmly—as if Haile Selassie were complacently justifying one of Mussolini's 'glorious victories' over the virtually unarmed Ethiopians. Without batting an eyelash you tell me that you expect defeat, not because your competitor has better players, or stouter fellers; but forsooth because he has *more* of 'em—fresh and experienced troops in reserve, to be thrown in after your slender first line has licked his, is tired out, and you have only a few relatively raw recruits to substitute. What startles me is not your lugubrious recital of this lamentable inequality but that you seem to see nothing out of the way about it—only wishing that the discrepancy were the other way about; that you had unlimited resources to use, without shame."

So he preached me an eloquent sermon, both eloquent and convincing, upon the splendid effects of college football training upon character. "It is," said he, "about the only place left in the American college where there is any practical training to make a man willingly subordinate his own individual self to the welfare and purposes of the group; to make him willing to spend all he has in the way of physical, mental and moral strength for the consummation of a common end, in which any personal glory for himself is improbable." He went on to argue that any college did well to train the largest possible number of its students in this discipline; specifically that Harvard, Princeton and Dartmouth, for examples, were "doing a better job for their men in developing the maximum number to major consequence than Yale, which presumably in order to get the greatest possible precision and accuracy of play has confined

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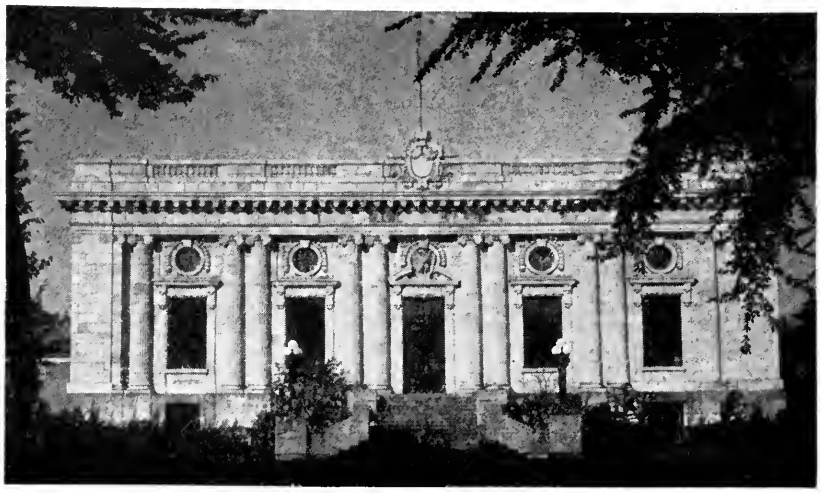
In the November issue of the "Survey Graphic" there appeared an article by Mr. Gavit in which he discussed fair play in international affairs, using football as a point of departure. Through the courtesy of the magazine and of Mr. Gavit, we are reprinting a part of the article.

Kenosha's Cultural Center



By G. M. PHELAN
Director
Department of Public Recreation
Kenosha, Wisconsin

MOST COMMUNITIES during the past few years have had their own little "white elephants" in the form of public buildings rendered obsolete or unsafe through long use, and replaced with modern projects by grace of federal work relief appropriations. Many have permitted these forlorn relics of a greater glory in a bygone age to continue on their way to ruin. Some have been razed, others sold and removed for other purposes.

The city of Kenosha found itself with such a problem. The federal government was building a new post office on the site of the old—a building whose value as a post office was depleted because of inadequate size. The government needed land on which to build its new post office building, and the city needed some of the land on which the old building stood for street-widening projects.

The city was completing a civic center, with a $1,500,000 High School building on the south side of a plaza of one city block. On the north was a $1,250,000 Court House; the new post office was to be erected on the east. The city purchased the remaining side to complete the center, and an exchange of footage was arranged, the city of Kenosha securing the old post office building in the transaction for one dollar. There was no doubt but this was a real "buy," and the citizens applauded the city administration.

Then the city got to work. It secured a CWA project for moving the building to the open end of the civic center. The land for the new location had been purchased for $27,000 on land contracts. Public-spirited citizens bought $13,000 of improvement bonds owned by the city. This provided the necessary ready cash to start the project.

It cost about $15,000 to move the building nearly three blocks and another $8,000 to repair it and remodel it for a museum, public meeting place and cultural activity center for the city. In two years the job was done. Federal aid had provided more than seventy per cent of the costs of the entire project, and today Kenosha has a building appraised conservatively at $150,000. With the 1938 tax collections, the entire project will have been paid for.

With such a structure available, it was important that the citizens of Kenosha take advantage of its opportunities.

The museum was placed under the direction of the Public Library Board. An historical section was created, and today the halls of the museum and the exhibit room tell the history of Kenosha and Wisconsin, as well as the story of its manufacturing enterprises. An auditorium with a seating capacity of 250 is used practically every day and night. The art room presents traveling exhibits in addition to the work of local artists, who are given considerable encouragement through this showing.

As a cultural and educational center the museum building has won wide acclaim. Ranking in importance with the proud boast of the city that it has one acre of public park for every 114 citizens, is its pride in its historical and art museum.

Is the building appreciated by the citizens? Here are some facts which answer this question:

In the first full year, since it was opened late in 1936, the building recorded an attendance of 61,501 men, women and children. The population of this community is 50,000.

Here is a typical week:

Monday afternoon—League of Women Voters meet in the auditorium.

Monday night—Practice sessions are held for the Kenosha Symphony Orchestra, a volunteer group of fifty musicians meeting weekly.

Tuesday afternoon—Several women's organizations alternate for meetings.

Tuesday night—Kenosha Civic Chorus of seventy-five voices rehearses.

Wednesday—A special art exhibition by students of Kemper Hall, girls' school, is opened.

Wednesday night—Kenosha Art Club meets.

Thursday afternoon—Open to various organizations for meetings.

Thursday night — Kenosha Camera Club presents an exhibit of competitive photos and illustrated lectures.

Friday night — Lectures on educational topics are sponsored by the Museum in its auditorium. The building equipment includes complete projection booth wired for sound.

Saturday — Children's illustrated lectures on topical history and educational projects are given, with performances repeated four times during the day for Kenosha's eleven thousand school children.

Sunday afternoon—Children's lectures are repeated for overflow crowds and for adults.

Plans are being made to have the building used for other cultural activities and musical units such as bands, and for dramatic groups. It will be the rehearsal area for the Little Theater movement.

The curator of the museum is W. E. Dickinson, for thirteen years assistant curator of the Milwaukee Public Museum.

"Our nation, struggling through economic disaster, harassed by floods and torn by conflicting political opinions, has held to the American dream of making the best of life available to all. On this foundation the public recreation movement is being built in the interest of all who would find the fullness of life in music, drama, arts and crafts, sports, contact with nature, and other activities that make up the play and recreation program."—*A. W. Castle* in Public Education Bulletin, Department of Public Instruction, Pennsylvania.

A typical children's audience at the museum

A Progressive Game Kit

By FREDA S. COMBS
Decatur, Illinois

THE DECATUR Playground and Recreation Board has found it very helpful to have kits in which to carry equipment for progressive game parties. The Board has ten such kits, each of which provides material for from twenty to a hundred players, and they are in constant use. A charge of fifty cents is made to cover the cost of new score cards, scrap paper, pencils and any supplies which must be replaced for each party.

Construction of the Kit

The kit, which is about 28″ square and 12″ deep, is made of three-ply wood with reinforced edges. It is an excellent idea to use a metal band around the top of the kit. The bottom of the kit is made of one inch material. When finished it resembles a chest, having a hinged top, lock, and a leather handle for carrying.

The size of the kit depends upon the games to be used. It is therefore advisable for any group planning a kit first to make a list of the games desired and to assemble the equipment. After this has been done a box may be made to fit the equipment selected. The kit used in Decatur can be conveniently carried in a car and is not too clumsy to be taken up and downstairs. The exterior of the box has been painted brown with tan stippling. "Community Recreation Association" is stenciled on the box in white.

Equipment

The following equipment is packed into the kits used in Decatur:

1 dart board
1 ring toss board
1 checker flipping board
1 muffin pan
6 fruit jar rubbers
6 weasels (cork tied on a string)
3 dice
1 set of pick-up sticks (home-made)
1 box anagrams
1 marble game
1 tiddly-winks game
2 penny match box covers
1 milk bottle
8 clothespins
4 wooden or cardboard dics
1 egg container (one dozen size)
1 ping pong ball
1 bean bag board
6 bean bags
1 box of soda straws
1 box of penny matches
1 coffee can lid
1 set of indoor horseshoes
10 golf tees
1 medium size button
20 pencils
20 six-inch cardboard number cards
18 game descriptions

This equipment is sufficient for 18 games and will take care of 72 people if four people play each game. If five people play, it will take care of 90 people. More games may be added if a larger group uses the kit. The equipment mentioned will provide a full evening's entertainment and will last for three hours if all the games are played.

The recreation departments of a number of cities are now providing game kits and the plan is being found exceedingly helpful. In many cities recreation departments are loaning equipment to community groups without having formal kits. The Oakland, California, Recreation Department, for example, fills many requests for athletic equipment. In addition, bean bags, puzzles, board and table games and a limited amount of progressive game equipment are kept on hand. There are no set kits as such, but after consulting with the borrowers on the nature of the activity, every effort is made to provide the equipment or suggestions for making it.

The Procedure

The games are set up on tables, marked off on the floor or hung on the wall as the nature of the game dictates. Beside each is posted prominently the number of the game. Very simple score cards may be made as follows. Number the games to be played in order in two columns, on small, fairly stiff cards. (Filing cards are excellent.) There should be a card for every player. If four people are to play together, draw a circle around Number 1 on each of four cards, a circle around Number 2 on each of four cards, and so on through all the cards. When the score cards are given out each player starts with the game indicated by the encircled number on his card.

Players are given a brief period to learn how to play the game and a whistle is blown as a starting signal. All the players play for five minutes, when time is called by the whistle. The players at each game add up their scores and instead of putting down the actual score which they made, the one who scored highest receives 100 points, the next highest 75, the next 50 points, and the lowest 25 points. This method of scoring is used when four people play each game. If more play together, another method of scoring may be used. The total scores made may be recorded. As soon as the scores are tallied all move to the next game; i.e.,

players at Game 1 move to Game 2, Number 2 moves to Number 3, etc. Players at Number 18 move to Game 1.

Each game should have typed instructions so that contestants may learn the rules of the game, thus making it unnecessary for the leader to explain each one.

The Games

Clothespin Drop. Place a quart milk bottle behind a straight-backed chair. The players stand in front of the chair, reach over and attempt to drop clothespins into the bottle. Each pin dropped in counts one point.

Disk Quoits. Draw three concentric circles on the floor, six, twelve and eighteen inches in diameter. From a line twelve to fifteen feet distant slide table coasters in an effort to cause them to rest in the circles. The inner circle scores three, the next two and the outer circle one. A pad scores in the circle in which most of it rests.

Ping Pong Bounce Ball. Place an egg carton with twelve compartments on the floor. From a line six to eight feet distant bounce a ping pong ball on the floor, attempting to bounce it into the carton. To score, the ball must remain in one of the compartments. Each contestant has three attempts each turn, and each time the ball remains in the carton one point is scored.

Jar Ring Toss. A board may be hung against the wall or set on a table. Its center should be about shoulder high. The players stand ten feet from the board. Each player is given six jar rings which he tries to toss so that they will hang on the numbered nails or hooks driven or screwed into the board. Players serve according to the totals of their "ringers."

Muffin Pan Penny Toss. Set a book on end against the wall and lean the pan against it with the top edge of the pan resting on the top of the book. The pan thus rests at an angle. Draw a throwing line nine feet away from the pan. Give each player three pennies, or better still, washers the size of pennies. The players throw in turn, tossing three pennies each turn. The thrower places his knee on the throwing line and may lean as far over the line as he chooses. He scores the number of points designated by the compartments of the pan in which the pennies rest.

Checker Snapping. On a cardboard twelve by twenty-four inches in size draw three concentric circles near one end. These circles are three, six and nine inches in diameter. Number the circles 3, 2 and 1. The snapping line is eight inches from the outer circle. Place the cardboard on a table and place a book against the bull's-eye end of the cardboard and one against either side of the card, also at the bull's-eye end, to stop the checkers.

A checker is placed at the snapping line, held on the side with the index finger of the left hand and snapped with one finger on the right hand. It scores in the circle in which the greater part of it rests. The players take turns in shooting, taking three snaps at each turn. When not used in the progressive party plan, the player wins who reaches twenty-one first or goes farthest beyond it when all have equal number of snaps.

Golf Tee Tenpins. An excellent progressive party of tenpins may be played with golf tees. Arrange the ten tees on a table in the triangular form used in bowling. On a line about eight inches distant place a button and snap it with the finger, endeavoring to knock down the tees. Each snaps two buttons in turn. Knocking all the tees down with one button scores twenty; all knocked down with two buttons scores ten, and single pins, when all are not knocked down in two tries, count one.

Tiddly-Wink Snap. Draw a one foot circle on a table and place a tumbler in its center. Mark four points on the table one inch outside the circle in four different directions. The players take turns in attempting to snap tiddly-winks into the tumbler, snapping four each turn, one from each of the four points outside the circle. Each successful snap scores one point.

Penny Roll. Place a safety match box cover on its side on a table with its end against a book. From a line two feet away the players attempt to roll pennies into the cover. Each penny entering the cover scores one point.

Bean Shooter Contest. Place a pan or kettle on the floor. Provide a box of soda straws and a box of large matches. Each player takes turns shooting matches into the pan with a soda straw as a bean shooter. Each takes five shots a turn. The matches must remain in the pan to score. Each match so remaining scores a point.

Fruit Jar Ring Quoits. A board six inches square and one inch thick is needed. In the center drive a large nail. Place the board on the table. Jar rubbers such as are used on fruit jars are used as quoits. The throwing line is nine to ten feet.

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Recreational Training for Catholic Institutions

"Heel and toe and one, two, three;
Heel and toe and away we go."

"THE CIRCLE of nuns was moving, tripping rhythmically the old-fashioned measure, laughing and singing as they went.

"Blue-robed Sisters of Charity, the Carmelites and Felicians in different shades of brown, the Holy Ghost Sisters in navy, and the black habited Dominicans, Franciscans, Misericordia order and the School Sisters of Notre Dame."

So ran the account of the reporter in the *Milwaukee Journal* describing a session of a three day recreation institute conducted by Jeanne Barnes, Field Secretary, Play in Institutions, of the National Recreation Association, for nuns in charge of Milwaukee institutions for children and young people. The Catholic Bureau of Social Welfare sponsored the course in cooperation with the Milwaukee Municipal Recreation Department and the National Recreation Association. By actually playing and practicing the leading of games and folk dances the nuns were learning to teach recreational activities to the young people in their charge.

This institute was not only the first of its kind to be held among religious orders in Milwaukee, but it was significant in other respects. It marked the alertness of Catholic authorities in making available training of a practical sort to workers in their institutions. With respect to approach, it revealed the wisdom of having classes that were homogeneous. While mixed institutes where students are strange to one another have certain values, it is in the classes conducted for those who are closely associated and have common bonds that informal efforts are most

Courtesy Milwaukee Journal

successful. In them people more freely let themselves go. Beyond that the institute marked another milestone in the steady march of planned recreation into institutional life in the United States.

Based on a Survey

The ground work for the Milwaukee course was laid by the National Recreation Association in a survey of Milwaukee institutions some six months before. In this brief study, indoor and outdoor recreation facilities were checked, the details of programs were considered and suggestions were made on ways of enriching the recreational activities. These suggestions were repeated and other comments added in letters to each Sister Superior, copies of the letters and a summary of the whole situation being sent to Monsignor M. F. McEvoy, Director of the Catholic Social Welfare Bureau.

More training in recreation activities was one of the major recommendations and proved of particular interest to Monsignor McEvoy. He started at once to plan for a training course, inviting Miss Barnes to conduct it since she could lead activities, give instruction in techniques and was familiar with the problems, resources and limitations of institutions.

The fifty participants in the Milwaukee course represented orphanages, infant homes, maternity homes and institutions for problem children. The program was varied to meet the different needs of the respective institutions.

Content of the Course

Conducted in two three-hour sessions daily for three days, the institute comprised lectures, discussions, demonstrations, activities and an exhibit. Miss Barnes' own description reads in part as follows:

> "Besides folk dancing, there was an hour spent in party games, another in playground games, and still another in a 'progressive party.'
>
> "The rest of our time was devoted to lectures and some discussion. We considered decoration of playrooms, sources of play supplies, training of leaders, books and magazines for children, the place of music and dramatics in the program, excursions, the manufacture of homemade games and other handicrafts. We were glad to have the help of the Milwaukee Recreation Department and a local doctor. The latter spoke on the value of a recreation program from a doctor's viewpoint and also advised the Sisters on healthful activities for themselves. The Recreation Department sent a speaker to point out the advantages offered in the various recreational agencies in the community which are available to institution children. The Department also contributed to a handicraft display.
>
> "Exhibits played an important part in our Institute. There were books and other publications, examples of free and inexpensive supplies available from various commercial companies, source books from the local public library, and handicraft articles. As is their fashion the Sisters were sincerely interested in the display, took many notes and asked many questions. Their eagerness for new ideas and their willing response throughout the course were a constant inspiration to the leader.
>
> "The climax of our recreation institute was 'the show and community sing,' at which the photographer who snapped many pictures was a special guest. We had a gay time acting out nursery rhymes, pantomiming, trying charades, laughing at shadowgraphs and hand puppets, and producing short plays. Costumes and properties helped to make it a hilarious occasion, and many songs 'between acts' rounded out the program."

Green Bay Institute

Other typical institutes for workers in Catholic institutions were held in 1936 and 1937 at Green Bay, Wisconsin and Riverdale, New York. The institute at Green Bay was sponsored by the Green Bay Apostolate of which Rev. Henry Head is Director of Charities. Its program, representative of the others, included an opening prayer and introductory remarks by Bishop Rhode; lectures on recreation values and needs in institutions, program planning and other topics by Miss Barnes; a talk on physical fitness by Dr. Burdon of Green Bay; a short address on recreation by Father Butler; party games, playground games, singing games, simple folk dances, informal dramatics, a "progressive" party, group singing, mental games, an exhibit of publications and a discussion of this literature.

The program at St. Vincent College, Riverdale, N. Y., sponsored by the Catholic Charities Bureau of the Archdiocese of New York, was similar to that at Green Bay.

Discussions Center on Special Institutional Needs

To give a detailed analysis of the lectures and discussions at the institutes lies outside the scope of this article. However, some indication of their content will be given. As is natural, they emphasize the problems peculiar to institutions and the needs and interests of the wards of institutions. According to a statement by Miss Barnes, attention is given such topics as the following. It will be seen that they apply to non-Catholic as well as to Catholic institutions.

Courtesy Milwaukee Journal

I. Common Characteristics of Institutions

1. Routine functioning
2. Inadequacy of funds
3. Limitations of staff as to number and capacity for recreation leadership
4. Limited facilities
5. Variation in length of residence of wards, some staying a short time, others a long time
6. Separation of the sexes
7. The problem of staff relationships

II. Characteristics of Institutional Children Compared with Children Outside

1. Separation from home and family
2. Position in a group exhibiting a wide range of mental age
3. Limited recreational background
4. Surprising lack of loyalty in team play
5. Easy adjustment to routine
6. Hunger for activity
7. Intensity in play
8. Alleged destructiveness in play
9. Involuntary nature of their presence in the institutional group

III. Basic Desires of Children in Relation to Recreational Experience

1. *Desire for Security*
   - A. Desire for One's Own Possessions
     - *a.* Spending money
   - B. A Place of His Own
   - C. To Be at Home in the Community through
     - *a.* Excursions
     - *b.* Friends
     - *c.* Clothes, dancing ability, skills
     - *d.* Community center participation
2. *Desire for New Experience*
   - A. Community Contacts
     - *a.* Readjustment of a city child brought up in a country institution to the city upon release
   - B. Surprises (change for the sake of variety)
   - C. Athletic competition, daring contests
   - D. Adventure
     - *a.* Shouldn't every child have a trip away from the institution at least once a month?
   - E. Camp; Nature
   - F. Creativeness
3. *Desire for Response*
   - A. Friends Outside the Institution (A chance to be hosts as well as guests)
   - B. Boy and Girl Friendships
   - C. Pets; Gardens

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Map Making for Community Study

A novel approach to the study of problems of community health and physical education offering some valuable recreational by-products

By HAROLD W. COPP
Kalamazoo, Michigan

AT THE TIME of the World's Fair in Chicago, one of the exhibits showed papier-mâché mask making which reproduced in great detail the facial features of an individual. In considering ways and means of constructing the map showing the topographical features of Kalamazoo which was greatly needed if we were to develop a comprehensive plan for dealing effectively with the proposed coordination of the city's Health Contributing Agencies, the thought occurred to us that the technique of mask making might be applied to the making of the map.

Such a venture would involve a great deal of work. A solution for this problem offered itself, however, when the educational director of WPA projects asked if there were any projects related to the Health Contributing Agencies which could utilize the abilities of a number of high school boys and girls who were in a position to give some twenty hours of service a month.

The project we had in mind was outlined somewhat as follows to the WPA workers available: We wanted a large relief map about five feet square showing the physical features of Kalamazoo and the vicinity with a difference of about six inches between the highest hill and the lowest point on the river. Kalamazoo has a most interesting topography involving a great flat land including the downtown area and the celery beds extending northward, the one-time glacial Lake Kalamazoo. Rising two to three hundred feet on all sides, except at the extreme north, are hills grooved by valleys and streams, with the Kalamazoo River entering from the east and meandering northward. The map was to show something of the view which would be obtained by going aloft in a balloon over the center of the city. However, after building the base map showing the general topography, only those streets, railroad tracks, highways, park areas, schools and other buildings as were needed to show the problems to be studied were to be put in. If a committee wanted to study the problem of swimming, special attention would be given to marking out the swimming areas; if the problem of winter sports was to be considered, skating rinks, coasting, toboggan and skiing hills would be spotted.

When Mr. Copp assumed the responsibility for coordinating the activities of Health Contributing Agencies in Kalamazoo, he was confronted with the necessity for keeping in view the total problem of the natural area of the city, and of avoiding the danger of overstressing particularly acute problems at the expense of the whole. This account of the way in which he met the situation and at the same time provided interesting, enjoyable activity for a number of young people may have suggestions for recreation workers.

The Technique

The project was started by constructing a metal tray five feet square and six inches deep. Using the engineering map of Kalamazoo which showed contour lines, a clay model of the area was constructed to the scale of approximately 400 feet to the inch laterally and 50 feet to the inch vertically. At first it was thought that the contour could be built up by measuring from the

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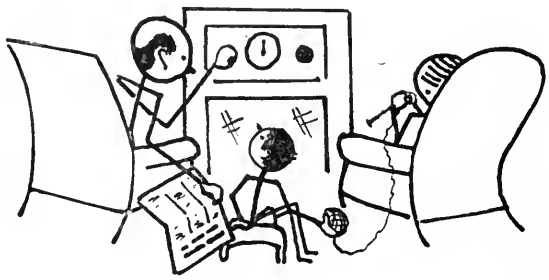
Use of Radio in the Local Recreation Program

IN REPLY to a request for information regarding radio programs on recreation the National Recreation Association sent out a questionnaire asking for certain information, including the type of program presented, attempts to educate the public, simple programs used, the time of day of the broadcast, the frequency of the programs, the use of age groups, and special activities. Of forty-three departments sending replies only four stated that they do not use the radio at all. Thirty-one had regular programs of one type or another, while eight had occasional broadcasts.



This is Station NRA broadcasting from 315 Fourth Avenue, New York City! Are you using the radio to bring information regarding your recreation program into the homes of the people of your community so that they will know of the opportunities available for all?

Most of the departments had little or no difficulty in securing radio time from local stations. A point to remember in asking a radio station for time is this: Stations are looking for *good* programs, and if such a program is offered they will in all probability be willing and glad to cooperate. Much, of course, depends on the individual station, but it is usually possible to secure a regular weekly period or at least occasional fill-in time.

From the standpoint both of the recreation department and the radio station a regular weekly or twice-weekly program is better than the use of occasional time or the broadcasting of special events alone. From the point of view of the recreation department this type of program makes possible planning ahead so that the best available material may be presented in an orderly, clear fashion. From the point of view of the radio station a good weekly program helps build up a listening group.

In approaching a station's program director for radio time, a number of departments have found a tentative program valuable. If for some reason or another time on a station cannot be given outright, it will sometimes be possible to persuade local organizations already presenting regular programs to include one or more on recreation. Some recreation departments have been successful in securing the cooperation of local organizations in presenting various phases of the recreation program at regular intervals.

Types of Programs Presented

Here are a few of the radio program features which have been successful in the various communities reporting:

1. The broadcasting of special events to include such events as a playground or center opening, a combined or city-wide program—a pageant or a festival; special day programs such as July 4th and other holidays; interplayground athletic contests.

2. Series of talks by the recreation executive or leading citizens interpreting the aims, values and possibilities of recreation. The mayor, ministers, police chief, judge, probation officer, superintendent of schools, librarian, district attorney and the secretary of the Chamber of Commerce may be called on.

Some subjects that might be used are:

a. Relation between adequate recreation facilities and juvenile delinquency

b. National significance of public recreation

c. Labor and leisure

d. Leisure and youth

e. Psychology of leadership

f. History of local recreation department

g. What a particular playground or facility means to the community

h. The need for a particular facility to make more complete the service of the recreation department

3. Story lady of the air

This program will be of most value if presented when the children are at home in the early evening.

4. Imaginary trips through playgrounds and centers

This activity is most valuable when those taking the imaginary tour are mothers and fathers. One city even set this idea to poetry.

5. Series of hobby talks by persons who are outstanding in their activity fields

6. Variety programs from the playgrounds and centers

Presenting small musical groups, skits, instrumental, vocal solos and readings. Also a description of the playground or center activities. This program might be run as an amateur hour.

7. Music half hours

If a good men's quartette or chamber group is available this will be a popular feature, but it depends on quality for success.

8. Series of talks on home recreation

9. Series of drama programs

Be sure you have paid royalties and have secured permission to use the material.

This list of possibilities is not meant to be all inclusive. The variety of needs and programs makes such a list impossible.

If you are having trouble organizing your program, ask your station's program director for help. He is a trained man and will probably offer his services before you can ask for them.

A Few Suggestions

Have you tried using a theme song or background music or both? These devices are just as effective on your program as they are in a commercial program.

Much of the success of your program will depend on your advance program publicity. Use bulletin boards, newspapers and radio spot announcements.

Have you tried sending a letter to a list of influential people calling their attention to your programs?

Organized listening groups are good publicity. Organize one at each center and playground.

Try to get a response to your programs. Some excellent suggestions may be the outcome. If asking for reactions and criticisms is not effective in bringing in a response, try offering a map of the recreation facilities in the community or a pamphlet on home play for the listeners to write for as an inducement.

Recreation departments in the following cities reported using radio broadcasts: Birmingham, Berkeley, Chico, Los Angeles, Oakland, Pasadena, San Francisco, Hartford, Tampa, Dubuque, Louiseville, Baltimore, Boston, Somerville, Battle Creek, Detroit, Grand Rapids, Lansing, St. Paul, St. Louis, Great Falls, New York City, Rochester, Greensboro, Cincinnati, Dayton, Oklahoma City, Pittsburgh, Reading, Memphis, Houston, San Angelo, Salt Lake City, Lynchburg, Richmond, Seattle and Madison.

There seem, in general, to be three periods during the day which recreation departments use most. The period just before lunch from 11:00 to noon, the period in the late afternoon from 4:00 to 5:30, and the early evening. It must be pointed out, however, that a generalization on this point is dangerous in view of the great variety of periods.

Most of the recreational radio work is being done by recreation staff people and amateurs. While the *quality* of the programs must be kept constantly in mind it is hoped that it will be unnecessary in the majority of cases to resort to the use of professionals. In using children, it has been found advisable to select them carefully.

A recreation radio program is much like any radio program; it must make an appeal to the radio audience or it is of no value.

The Radio Industry and the educational interests of the country massed their forces in Chicago during a three days' conference to see what could be done to resolve the fundamental difficulties of educational broadcasting. The problem was approached from the point of view of what radio was doing to the listening public. One speaker asserted that radio had within it the power to wreck our civilization and therefore called for the most careful study and control. Strangely enough, all speakers, while admitting the weaknesses of the American system, thought it was the best for this country. Ex-President Angell of Yale and now Educational Counsel for the National Broadcasting Company, stated that after a careful study of radio in England and on the Continent he was convinced that government control was no answer to our problem. The same criticisms and comparable weaknesses are found in the government controlled systems.

The crux of the debate centered around two accusa-

A number of the recreation departments answering the questionnaire have sent us copies of the scripts of their broadcasts. These cover general explanatory material, reviews of activities, special activities, drama, opening day programs, a tour through a community center and allied subjects. The Association will be glad to send you samples of these programs if you will tell us the particular type of program in which you are interested. These programs are interesting in showing the techniques involved, as well as the subject matter.

In connection with this statement regarding broadcasting by local recreation departments we are presenting material from the report of a meeting at Chicago devoted to a discussion of educational broadcasting. It will throw light upon some of the problems and considerations involved in broadcasting.

tions. Educational interests contended that seventy-five per cent of present programs are "tripe" the word being taken from listening groups. The Radio Industry and listening groups say that educational programs to date are for the most part stupid and dull. Educators were accused of lacking the showmanship necessary to put a program across in an acceptable manner. Both sides good naturedly admitted their weakness and set about to see what could be done. The broadcasters repeatedly stated that they would gladly give time to educational programs if and when they could command the interest of a wide listening public. Some advocated that special channels on the air be reserved for educational purposes. Others with equal force contended that this would likely leave the educators with an air channel but no listeners. Mr. Frank Ernest Hill who has studied the question thoroughly for the American Association for Adult Education urged that the educational program be left with the commercial interests with educators acting as counsellors and critics.

Discussion groups were interested in practical demonstrations of good educational programs, and experiments that are now under way. Among the most promising features that are now getting recognition are:

1. The establishment of "Radio Workshops" where educators are taught the best broadcasting techniques. Those at New York University and Ohio State University were cited.

2. The programs issued by the Office of Education, such as Let Freedom Ring and This Brave New World have attained first rank among programs now on the air. While put on as a work project, they have become models for good script and broadcasting technique.

3. A Script Exchange, established by the Office of Education, collects high grade scripts from various sources and releases them to local communities. One copy of each script will be sent to any worthy organization free of charge and may be used on local programs. They must not be sold or commercialized, and extra copies if desired must be made locally. These scripts are also used in public speaking courses, broadcasting courses and English classes.

4. Transcribed programs are being widely used for local broadcasts. It was generally agreed that transcription offers one of the best solutions to the educational problem. Colleges, schools and social agencies are now making their own transcriptions and releasing them over local stations. Equipment for making electrical transcriptions is on the market at reasonable rates.

5. Colleges and universities are perfecting their presentations of educational material. Ohio State University and Wisconsin University are among the leaders.

6. Research projects are being conducted by several colleges with grants from the foundations.

7. Special programs put on by such organizations as the American Medical Association, the American Red Cross have been well received. The American Medical Association program called "Your Health" and addressed to junior and senior high schools is of outstanding quality, and commands adult listener interest.

8. America's Town Hall of the Air was frequently cited as the most satisfactory type of educational program. The combination of controversy with fairness has almost universal approval. One-sided propaganda except perhaps in election campaigns is to be deplored.

Certain facts came out of the discussion which may be helpful to persons interested in broadcasting recreation programs.

1. The radio industry will usually give time to any worthy program of an educational nature, on a short series basis. Further extensions will be made if programs prove satisfactory.

2. It takes ten to twelve programs to establish a program on the air.

3. Good broadcasting is expensive. One of the best programs from the Office of Education costs 2,000 man hours for a half hour performance. However, good programs are being put on with more reasonable expenditure; e.g. Boy Scouts, Y.M.C.A., P.T.A., American Medical Association, Red Cross.

4. A radio "voice" is a vital part in listener acceptance. Knowing a subject does not assure its going across. Persons should be selected for broadcasting whose voices are known to be acceptable.

5. The "talk" is the most difficult thing to use in getting listening interest. While drama is some-

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Social Opportunity through Community Planning

The story of a small community whose citizens wisely pooled their resources that there might be recreation for all

By FREDERICK M. MACHAMER
Special Correspondent
Selinsgrove "Times"

IN THE SUMMER of 1936 a small group of citizens of Selinsgrove, Pennsylvania, a town of 3,000 population, realizing the need for playground facilities, established a playground under the leadership of a playground committee. This committee functioned under the Department of Public Instruction, assisted by a county supervisor of the Recreation and Adult Education Division of the WPA.

From this one playground has developed a flourishing community program.

Indoor Facilities Provided

With the approach of winter, the playground committee looked about for indoor facilities for a community leisure-time program for youth and adults. A large unrented building was found which offered possibilities. The officials of the bank owning the building were interested in the program proposed, as were the members of the Borough Council. The cooperation of the bank officials, councilmen and interested townspeople resulted in the leasing of the building to the council, which exempted the bank from taxes.

A Community Council Organizes

With facilities for a community center secured, the next step was the enlargement of the playground committee and the formation of a community council which became the board of directors of the community center. Represented on the board were the following agencies: Board of Education, Secondary School Faculty, Ministerial Association, Red Cross, Rotary Club, American Legion, Parent-Teacher Association, Fire Company, Ladies' Auxiliary of the Fire Company, Women's Club, Triangle Club, Junior Women's Club, Chamber of Commerce, Men's Federation of Bible Classes, Girl and Boy Scout Committee. A special community center committee consisting of three members was appointed by the president of the Borough Council from that body. These men are also members of the board of directors. Furthermore, to assure youth ample opportunity to assist in planning the community program, each of the six Sunday Schools was invited to designate a young person to membership on the board. Further representation of youth was provided by having a boy and girl selected from each of the junior and senior classes in the Secondary School.

A Community Chest Organized

With this organization effected, attention was next turned to finances. Funds were needed to furnish the community center and meet expenses incident to conducting a community program. The solution this time was found in the organization of a community chest. In this undertaking the center joined with the local Boy Scouts, Girl Scouts and the Mary Packer Hospital of Sunbury which serves Selinsgrove.

Accordingly, a community chest organization was set up and a three day campaign conducted. This was purely a local affair conducted by eighty volunteer workers and a local and unpaid director. The success of the venture is evidenced by the result of the campaign. The goal set was $2,000. At the end of the third day subscriptions totaling $2,063 had been received, of which $1,760 had been paid in cash. Contributors numbered 725, including 161 secondary school students. A separate chest organization was set up in the secondary school, thereby providing for youth to share the experiences of their elders.

A lively spirit of cooperation and community interest was everywhere manifested. Citizens

realized that they could accomplish what many thought was impossible if they set out together to reach a common objective. The organization of the community chest was also very significant since it demonstrated how a community council could function as a coordinating agency, thereby eliminating duplication of effort in a community.

Developing a Community Program

The board of directors had set up a proposed list of activities which it was hoped could be embodied in the community leisure-time program. This list included social and recreational music, drama and pageantry, community athletics, playgrounds, arts, crafts, hobbies, indoor community physical recreation, safety supervision for bathers, camping and nature lore, library and reading room, public forums and youth activities.

Some of the accomplishments follow.

Amateur Radio and Junior Stamp Clubs. Shortly after the opening of the center an amateur radio club was organized with a membership of about twenty-five men living within a ten mile radius, the majority of them licensed operators. Meetings were held weekly under expert volunteer leadership. Youthful stamp collectors decided to organize, following the example of senior philatelists. About twenty-five boys and girls are now members of the club which holds bimonthly meetings and presents special programs.

Community Health Service. Following these initial developments came the establishment of a community health service conference. This was made possible through the cooperation of the State Department of Health and a special community center committee on health service. Three local physicians employed by the state serve in four month relays. The work is under the supervision of the county nurse. Weekly clinics are held in the center.

Playgrounds. For the second season the playground for older boys and girls was opened under the supervision of WPA recreation leaders. To meet the needs of younger children a second playground was established on the lawn in the rear of the community center.

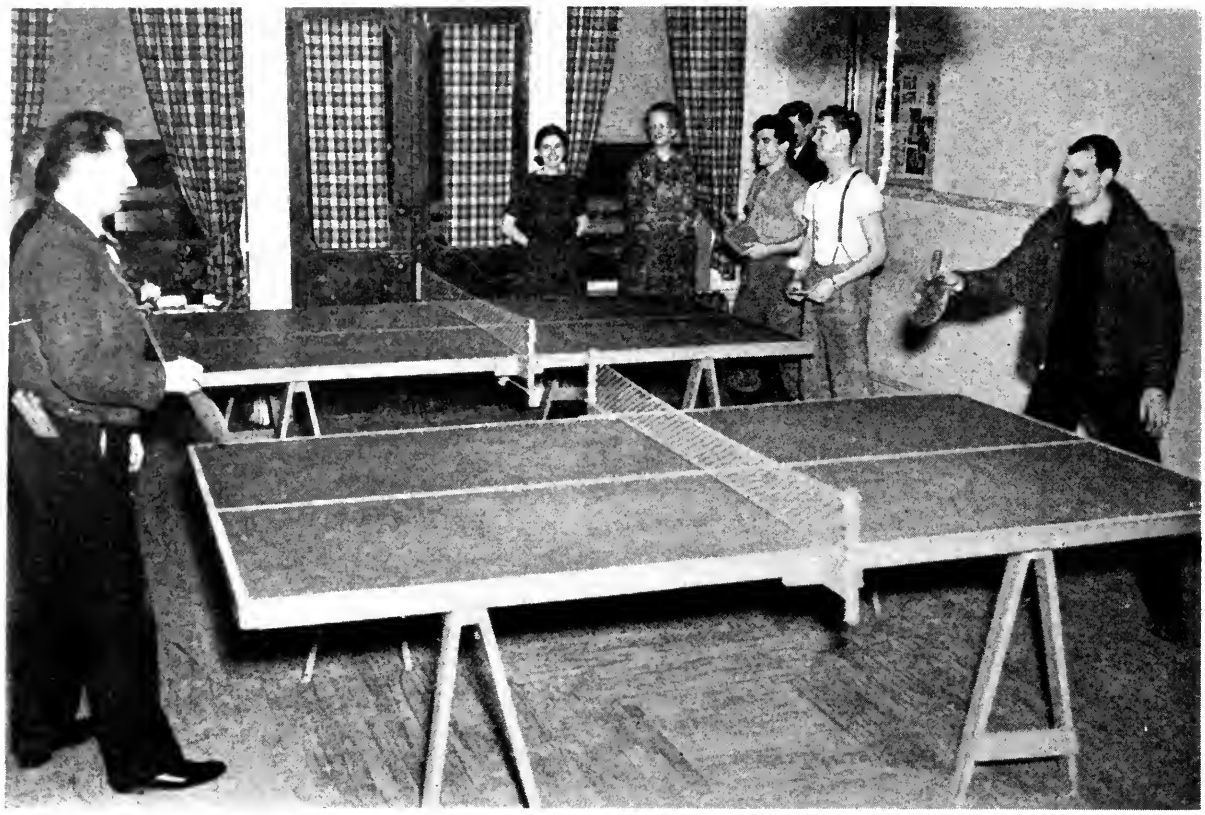
A Bathing Beach. Possibly most popular of the achievements was the development of a community bathing beach. To secure such facilities the center's committee on safety for bathers investigated all popular "ole swimmin' holes" in the vicinity and chose the one considered most suitable. Through volunteer labor and the cooperation of the Borough Council and town business men a beach was developed. Swimming instruction was provided by a senior life guard assisted by several junior life guards, all volunteers. Attendance at the beach was between 100 and 250 bathers daily throughout the summer, and at the termination of the season a water sports carnival was held.

Camp Selin Established. To provide youth of the community with additional recreation during the summer, a camp for boys was started by the center's committee on camping and nature lore. The boys, keenly interested, selected officers, named a committee to purchase supplies, determined camp routine, chose a name for the camp and selected a camp site. On an island in the middle of the Susquehanna nine boys, under the leadership of a volunteer counsellor, enjoyed camp life for six days, performing tasks which many years ago were performed not as recreation but as earnest labor by their forefathers on the mainland a half mile away.

School Facilities Available. The completion of a modern secondary school provides gymnasium facilities for a community indoor physical recreation program for out-of-school youth and adults. In preparing the schedule for the use of the gymnasium, the Board of Education, cooperating with the center's committee on indoor physical recreation, set aside two evenings a week when the gymnasium would be available for the use of the men and women of the community. The Board of Education has also authorized the employment of teachers to serve as leaders of this program of community indoor physical recreation. Men and women, many of whom are enjoying their initial experience in this type of recreation, are participating in increasing numbers.

The recent school graduate is finding in this program an opportunity to continue to enjoy recreation activities learned in school. Parents are enthusiastically

From January 14-21, 1938, the Selinsgrove community center celebrated the first anniversary of its official opening. On January 14th the center was crowded with a group of citizens enjoying the first Parent Education Association community card party. Youth Day, which immediately followed, introduced the first community party and dance for young people sponsored by the Klub U Neek, a recently organized group of young men who meet each week to discuss problems of interest to youth. On the final day of the week the board of directors of the center entertained at dinner a number of local officials and special guests from out of town.



The game room of the center makes a special appeal to the young people of the community

sharing recreation experiences enjoyed by their children during the regular school session. The school has enlarged the scope of its recreation program so as to include the entire family. This is a new experience in the life of the community but one that is already effecting a change in the interest of citizens in their school and the school program.

Handcrafts. One of the proposed activities in the winter program of the Junior Women's Club was the provision of an opportunity for work in handcrafts. Trained volunteer leadership was found within the club's own group, and facilities for their workshop were made available in the community center. Members of the club were eager to acquire skill in various types of handcrafts. As articles were completed, friends seeing them, frequently expressed the desire to have a similar opportunity to receive instruction. As a result of this interest consideration is now being given to the possibility of providing opportunities for instruction in handcrafts to persons not members of the Junior Women's Club.

The Library. Through the interest of citizens and the Parent-Teacher Association, a small library has been established in the community center. The demand for additional books and interest in current reading material has become so marked that plans are now being formulated, through a special library committee of the center to establish a community public library. This committee has discovered several professionally trained librarians in the community from whom valuable volunteer assistance can be secured in organizing the library. A number of citizens have indicated a desire to contribute books from their personal libraries and a circulating library, consisting of fifty volumes, is available from the State Library. A special rental library is being introduced. The community center will provide facilities for housing the library and will also furnish personnel to take charge of the library. A special room in which regulation library shelving has been erected has been set aside to house the library, and adjoining space will be used for reading rooms. Plans are being made for the observance of a special book week when books will be collected.

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Beautification by Cooperation

By J. C. WATKINS
Chamber of Commerce
Port Arthur, Texas

The way to civic beautification through community cooperation has undergone a laboratory test—and a most successful one—in Port Arthur, Texas

HOW A SOUTHWESTERN city of 55,000 with 110 acres of mostly undeveloped park sites was altered within two years to merit the description of "the most attractive industrial city in America," is the story of the activities of civic-conscious women in Port Arthur, Texas, in beautifying their community and introducing a recreation program.

Port Arthur had started from "scratch" forty years before, and although park sites had been laid out in the plat of the town site, the city had grown so rapidly that park development failed to keep pace with population. Concerned over this neglect of the parks, various women's organizations began urging the City Council to do something toward improving the existing conditions.

An S.O.S. Goes to the Women!

Unfortunately, the effects of the depression were still being felt. Handicapped by curtailed municipal revenue, the Council finally turned the problem over to the women and in February, 1935, a city Park Board was created composed of five women from organizations which were among those urging the necessity of a park beautification program.

When the Board went into action most of the city parks, particularly those in outlying areas, were the sites of lush weed growths and in some instances accumulations of refuse. There were a few notable exceptions in the uptown areas where various organizations over a period of years had sponsored the development of particular parks with attractive results. The Board called in these organizations and a plan was worked out for coordinating their activities. Members studied dusty blueprints for park improvements that had piled up at city hall and settled on a definite program of intensive beautification and the installation of such recreational devices as swimming pools, tennis courts, playground equipment and the like.

Meanwhile, the City Council had appropriated for the first year's operations the munificent sum of $2,000. With this fund the Board's first act was to hire a park superintendent. Realizing that the money available would be woefully inadequate for a comprehensive improvement program, the Board immediately went after aid from the various work relief agencies of the federal government. Determined to do a thorough job, they obtained projects from the WPA, the FERA, and the NYA. Reaching all possible sources of manpower, they obtained the work of city prisoners and federal transient relief labor.

And They in Turn Call for Help!

The situation, through the efforts of the Board, was dramatized in such a manner as to turn park improvement into a community project. Aided by liberal support from the press, the women evoked a wide response when they asked for donations of trees, flowers and shrubs for planting. These were set out by the hundreds. Sympathetic store managers donated materials and painters' unions the manpower for painting all park structures. Concrete walks were laid in the parks, wading pools reconditioned and put into operation, and shrubbery that had been allowed to grow untended was trimmed and pruned.

Encouraged by this display of community and governmental cooperation, the women not only began making noticeable headway in improving existing parks, but started the development of new ones. One of the most unsightly places in the city had been the abandoned site of an old abattoir. Situated near a hospital, it long had been an eyesore. The women determined to rectify this situation by creating on the site a park which, appropriately enough, was named "Pioneer." Working in cooperation with the American Legion, they cleared this twenty-acre site of its piles of refuse, graded it and filled in the areas occupied by two

old reservoirs, laid shell drives through it and planted trees and shrubs, converting it into an attractive spot. Plans are now under way for the construction of a swimming pool, baseball diamonds, tennis courts and other devices which will turn the park into a recreation center.

A Recreation Program Is Initiated

The launching of a recreation program came as an answer to a long-felt need. A WPA project provided for the employment of a park recreation supervisor and fourteen assistants. These, working under the direction of the Park Board, developed a program of supervised play in the parks, with wiener roasts, Hallowe'en and May Day parties, hobby shows, Christmas caroling, kite and marble contests, sports tournaments and the like. Police and probation officers attributed the drop in juvenile delinquency to the development of supervised play in the parks.

Outstanding among park recreational activities was the establishment of a Lend-a-Toy headquarters. When the Park Department broached the idea, sympathetic citizens, searching their attics and old trunks, unearthed hundreds of discarded toys. These were turned over to the city firemen for repairing and painting, and subsequently placed in a building in one of the parks. Children obtained the signatures of their parents to cards entitling them to borrow toys in the same manner as library patrons borrow books. After enjoying the use of the toys for a certain period, the children return them and take out others. As a precautionary measure the playthings are sterilized upon their return. This project has been hailed as a complete success, since it permits many children to play with toys that their parents could not afford to buy for them.

The Lend-a-Toy library is one of the activities which has grown out of the campaign for parks and recreation

Increased Funds Provided

The accomplishments of the Park Board have convinced the City Council of its value. The first year's appropriation of $2,000 was doubled the next year, and in this, the third year of operation, $19,000 has been allotted for the project.

Furthermore, by the time civic leaders began proposals for a large bond issue to finance a lake front reclamation program and other community projects, the citizens had become so thoroughly enthusiastic over parks and their improvement that much of the proceeds of the proposed issue was dedicated in advance to the financing of further recreation and beautification plans for the park system.

More important than its actual record of park improvement is the fact that the Park Board, through its efforts, infected the entire community with the spirit of beautification. Residents and home owners, impressed by the activity around them, began purchasing and setting out rose bushes, shrubbery and flowers on an unprecedented

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Lighting of Outdoor Recreation Facilities

Because of the increasing number of inquiries being received regarding the extent to which lighting is being provided on outdoor recreation areas, the National Recreation Association sent approximately 300 questionnaires to recreation agencies in various parts of the country. About 59 per cent of these questionnaires were returned. Some of the findings of the study are reported here.

HOW EXTENSIVELY are recreation areas being lighted for night use? What are the types of facilities which are being lighted? What additional facilities have been made possible because of the lighting of areas and what has been the effect of lighting on attendance? What is the general practice throughout the country regarding fees and charges?

These were some of the questions on which information was sought in a questionnaire sent to about 300 recreation agencies, 178 of which replied.

Dates of First Installations

One fact takes precedence in the findings. The last four years have shown a tremendous increase in the use of recreational facilities. Of the 112 agencies reporting the date when a lighted play area was used for the first time, 36 per cent reported first installations since the beginning of 1934. A number of installations were also made during the four year period from 1927 through 1930, when 32 agencies reported lighting play areas for the first time.

Approximately 59 per cent of all the new installations during the period 1932-1937 were in cities of less than 50,000 population. Installations in cities of this size represented 47 per cent of the total installations during the period 1927-1932; only 7 per cent for the period 1922-1927; 21 per cent for the period 1917-1922, and 17 per cent during the period 1912-1917. These figures indicate a distinct trend toward the more widespread use of lighted recreation areas in the smaller cities.

Two cities, Chicago, Illinois, and Nashville, Tennessee, report lighted recreation areas as early as 1901. Whether these two cities can be considered the pioneers in the use of lighted areas cannot be stated definitely, but it is logical to assume that 1901 is a close approximation to the date of the first installation.

Numbers and Types of Lighted Facilities

Forty-two different types of lighted recreation facilities were reported by the 140 agencies reporting facilities. Twenty-seven different types of facilities were reported in use by two or more agencies, and 19 different types by three or more.

Fifty-three agencies reported five or more different types of lighted facilities. Of this group 29 agencies or 55 per cent were located in seven southern states and California. Inasmuch as only 34 per cent of the agencies reporting lighted fa-

cilities are located in the southern states and California, this would indicate a more extensive use of a variety of lighted recreation facilities in those parts of the country where climatic conditions permit more intensive use of outdoor recreation facilities.

Softball facilities were reported by the greatest number of agencies. Seventy-six agencies reported this type of facility. Fifty-nine agencies reported lighted tennis courts and swimming pools.

A total of 3,125 separate lighted recreation facilities was reported by the 140 agencies, an average of 22.3 per agency. Of this total, 1207 or 39 per cent were horseshoe courts, tennis courts and ice skating areas. Horseshoe courts were most numerous with a total of 472, and tennis courts were next in number with a total of 422. The 19 types of lighted facilities reported in use by three or more agencies are listed in Table I. The number of cities reporting each type and the number of facilities of each type are also listed.

Sixteen agencies reported year-round use of lighted playground areas such as children's playgrounds and sections of neighborhood playfields used for a variety of play activities. One hundred and forty-nine of these general areas were reported, an average of 9.5 areas per agency. Fourteen of the 16 agencies are located in the southern states and California.

Number and Types of Lighted Recreation Facilities (116 Agencies)

Type of Facility	*Number of Agencies Reporting*	*No. of Facilities Total*	*Avg. Per Agency*
Softball Diamonds	76	269	3.5
Tennis Courts	59	422	7.1
Swimming Pools	59	166	2.8
Horseshoe Courts	55	472	8.5
Football Fields	51	78	1.5
Ice Skating Areas	44	313	7.1
Neighborhood Playgrounds	43	310	7.2
Volley Ball Courts	33	219	6.6
Picnic Areas	31	99	3.1
Baseball Diamonds	24	63	2.6
Bathing Beaches	23	58	2.5
Shuffleboards	11	153	13.9
Handball Courts	11	121	11.0
Toboggan Slides	11	25	2.2
Bowling Greens	11	15	1.3
Basketball Courts	10	83	8.3
Croquet Courts	6	53	8.8
Archery Ranges	5	11	2.2
Roque	4	13	3.2

Effects of Lighting on Attendance

Playgrounds and General Play Areas. Out of the 44 agencies reporting lighted playgrounds and general play areas 41 stated that the lighting of the areas had definitely increased the attendance and three were noncommittal. Eighteen agencies made statements indicating increases while 23 agencies stated definite percentage increases as follows:

Percentage Increase	*Number of Agencies*
Less than 25 %	2
25% through 50%	5
50% through 100%	10
200% through 300%	3
400% through 500%	3
Average 147% increase	23

Special Facilities and Sports Areas. Out of 138 agencies reporting some type of special facility or sports area, 94 or 68 per cent indicated increases, 42 were non-committal and only two indicated no increases in attendance. Forty-three agencies stated definite percentage increases as follows:

Percentage Increase	*Number of Agencies*
Less than 25%	5
25% through 50%	8
50% through 100%	17
100% through 300%	7
300% through 500%	3
1000% through 1500%	3
Average 202% increase	43

A comparison of percentage increase figures for general play areas and special areas shows much greater increases in the latter group. A majority of the agencies reported large increases in adult participation after recreation areas were lighted.

Additional Activities Made Possible by Lighting

For the most part, the new activities or feature events that have been made possible by the lighted recreation areas are non-physical in nature. Pageants, festivals, band concerts and community nights were reported most frequently as new activities. In practically all cases, the activities reported were those appealing primarily to adults. Adult participation in softball, football and volley ball was reported as additional by some of the agencies.

Fees and Charges

Although by far the greatest portion of the costs of installing and maintaining lighted areas is met by the agencies themselves, 54 per cent of the agencies defray all or part of the costs by charging participation fees, admission fees or both.

Participation Fees. Fifty-six or two-fifths of the agencies charge participants for the use of lighted

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Your Museum

"THERE ARE many types of children," says Miss Ruth V. Weierheiser in an article, *The Child and His Museum*. "In order to attract a large percentage without coercion, there must be great variation and flexibility in programs, activities and materials used. Some boys and girls enjoy collecting things; others like to draw and model; still others wish to explore in the open. The well-rounded science museum program will have a little of each of these, and there will be no urging for the boy or girl to enter any one of them. Just let one group of children look in on another group and no advertising will be necessary!"

"Do recreation workers make adequate use of their local museums?" Not all cities, to be sure, have museums, but where such facilities are available they have much to offer children and young people attending playgrounds and recreation centers. An idea of the variety of services which may be offered is to be gleaned from the October issue of *Hobbies*, the magazine of the Buffalo Museum of Science which has an outstanding program. We present a few extracts from articles appearing in this issue.

A Visit to the Museum

Of course there must be an introduction. Since 1901 the Buffalo Society of Natural Sciences has offered docentry and lecture service to the school children of the city. There are two ways to do this; either a lecturer plus slides and exhibits visits the schools or the school pupils visit the museum. After trying both methods the latter was found to be far better.

The Department of Education of the city of Buffalo maintains a dozen buses which primarily are used for the transportation of the crippled children to and from their special school. As soon as the crippled children are deposited a certain number of buses are used to bring children from the public and parochial schools to the museum. The public school pupils arrive between 9:30 and 10:00 in the morning and leave at 11:30. Parochial pupils arrive at 12:45, departing at 2:00. The attendance runs about 200 children in the morning and 100 in the afternoon. In the autumn the fifth and sixth graders are brought to the museum. The fourth and seventh graders have their programs after the first of February.

As the boys and girls arrive a visit to the cloak room comes first, after which each group is assigned to either the Humboldt room or the auditorium for the first portion of the program. This consists of a short talk illustrated with slides. The work is already familiar to them as they have had silent reading forms plus a glossary and a game in their schools on the preceding day. After the lecturer has completed her part of the program, each class is conducted on a hour's tour of the main exhibition halls under the personal guidance of a trained docent.

The Story Hour

The museum's junior program during the child's leisure time is entirely different from any contacts he may make with the museum when he is attending school. First, he is governed a great deal by age, but he also has the advantage of being able to make choices for himself. One of our oldest junior activities is story hour held in the auditorium every Saturday morning at 10:30 from October through April. Only children between the ages of six and twelve are eligible to register. Programs consist of nature stories and facts illustrated with slides and motion pictures. Over 800 girls and boys register annually for story hour. Attendance records are kept by means of a badge system, each child having his own number and badge. A dozen older boys and girls who are still in story hour act as assistants and are known as "blue badgers" because of the extra blue satin insignia that they wear.

After School Classes

It is from story hour that many recruits are obtained for the later afternoon and Saturday classes. The regular classes cover such topics as American Indians, astronomy, birds, botany, trees, reptiles, minerals, geology, wild flowers, mammals, sea life, invertebrates and meteorology. Notebooks are kept in classes and much crayon work is done, mimegraphed outlines often being colored from the object itself, especially if it is a bird or mammal. Each class meets once a week and averages twenty-seven lessons throughout the autumn, winter and spring.

Courtesy Buffalo Museum of Science

Sketching appeals to children of all ages from six years up

Learning Becomes a Game

In addition to the classes and children's story hour, there are twelve sets of game questions which are enjoyed by the boys and girls who are in fifth grade or beyond. Each set of game cards is printed on a different colored stock. The questions are based on the factual material contained in the exhibit labels. To play, the child finds the answer, learns it and then awaits his turn to recite it to an instructor. If he gives a satisfactory answer he proceeds to the next question. In April all pupils who have completed sets are requested to appear for a review of each set they have finished.

Museum credits are granted for the completion of certain goals in the various activities. In story hour a member receives three museum credits if he has been present twenty or more times. In classes he receives three credits if he has been present at twenty or more sessions and has a completed notebook. Each game set completed and reviewed orally nets one credit to the player. Two credits are awarded in the class for juniors, the Roosevelt Field Club and the Craft Club. Again the credits are based on work completed or number of times present or both. The same is true of the nature sketching hobby clubs and the museum appreciation course for juniors.

Any child accumulating twenty credits is invited to be present at a special program toward the end of April when he receives a diploma. Or if he has reached the forty credit mark he is presented with a silver medal and a membership in the society until he is twenty-one years of age. We have recently had to add another goal to the series — that of the sixty credit mark which carries an award of a handmade gold pin.

Clubs of All Kinds

Have you ever dipped tadpoles out of a stream with a strainer and carried them home in a fruit jar? Have you ever caught and tamed a snake so that it would sun itself in your hands? These are a few of the field activities of the members of the Roosevelt Field Club now in its nineteenth year of existence. Outside of the public school program it is our oldest junior activity. There are between two and three hundred members each year ranging in ages from ten to eighteen who pay small annual dues. Ten trips afield are conducted every spring and autumn, private buses being used for transportation to and from the museum. During the winter months indoor illustrated lectures on "How to Become a Young Naturalist" are presented in the auditorium on Saturday afternoons.

The Junior Hobby Club, now in its tenth year, is a group of a dozen boys and girls of high school age who meet weekly in the Roosevelt Field club room. They publish a mimeographed magazine three times a year in which articles and commentaries by the members appear, based mostly on the activities of the museum. The sale of magazines at five cents each keeps this club independent and gives the members a taste of the business world, especially the publishing and writing field.

Believing that many children have latent talents in modeling and other types of handcraft, such groups have been fostered on Saturday afternoons. This year's group is a craft club to which admittance is gained by ability in drawing or modeling regardless of physical age. Wax modeling, clay modeling, plasticine work, leaf printing, casting in plaster and soap carving are some of the projects that have been worked out.

There is quite a difference in a club and a class at the museum. The attendance requirements are about the same for both, but completed notebooks

are demanded in the classes and not in the clubs. The club meetings are most informal and no reviews, either oral or written, are included in the club programs.

Sketch Club Popular

Knowing that a science museum provides a wealth of resources for art students, a sketch club for juniors was inaugurated seven years ago. Not only has this activity proved a hobby for many talented children but it has also proved another use for museum materials. There are now two junior divisions in sketching. The junior group meets Tuesdays and Thursdays after school and is composed of all ages from six years up. The museum lends the sketchers camp stools and drawing boards. They either bring their own supplies or purchase them at cost at the museum. Pencil and colored chalks have been most popular as media of expression. The registration averages 500 annually with an average attendance of 75 to 100 at each session. Participants may sketch any exhibit in which they are interested. Criticisms are given by the instructor. From this junior group have been gleaned some above average workers who have been invited to come on Saturday mornings and join the Honorary Nature Sketching Hobby Club. The bulk of this group is composed of five pupils sent each year from the freshman high school art classes who attend year after year until they are beyond the teen age group. Each May an exhibit is held of the best work of both the sketching groups.

Music Appreciation

Six years ago junior music appreciation was begun by sending a set of five tickets to every public, private and parochial school in the city. The schools in turn picked their own best music pupils from the sixth, seventh and eighth grades and sent them to the museum on Saturday afternoons. These courses have consisted of types of music, lives of great musicians, kinds of national music and works of the greatest composers. The pupils make up their own notebooks, for credits are based on completed notebooks and attendance records. The courses have been in charge of competent music teachers, and the programs are illustrated by artists and by phonograph records.

Other articles in the October issue of *Hobbies* tell of additional activities in the museum. Each Wednesday at 3:00 P.M. for a period of six months, from November through April, the museum conducts travel talks. A sampling of the travel talk titles includes the following: Along the Coast of California; Honolulu, Crossroads of the Pacific; Storm Centers of European Diplomacy — the Mediterranean, the Danube and Geneva; Sunlit Norway; Farming in India; the Present Status of Palestine; the City of Washington; Monuments of Ancient Egypt; Syrian Development Through the Eye of the Movie Camera.

The museum has an active music program. It offers facilities for people to write music, play music and listen to music. There is a students' symphony orchestra which provides an opportunity for students, amateurs and professionals who desire practice in symphony orchestral playing. There is a chorus of mixed voices. The museum sponsors appearances of the Buffalo symphony orchestra and conducts courses in music appreciation. The Carnegie College music set is

(Continued on page 684)

Over 800 boys and girls of Buffalo register annually for the Saturday morning story hour

Courtesy Buffalo Museum of Science

Even the Theater Takes to the Trailer

A mechanical "leviathan on wheels" is the new movable stage at Randall's Island Stadium, in the construction of which WPA of New York City cooperated with the Park Department of the city.

AN IMMENSE movable stage, believed to be the only one of its kind in the world, has made possible the converting at will of Randall's Island Stadium, New York City, into an outdoor theater.

Impressed by the public's appreciation of outdoor dramatic performances, as demonstrated at Jones Beach and elsewhere, officials of the New York City Park Department and the Works Progress Administration decided to construct a stage at Randall's Island Stadium. The continual scheduling of athletic events at this stadium, however, made it necessary to plan a mobile stage that could be rolled off the field before athletic contests, and on again when it was desired to stage an operetta or other dramatic performance.

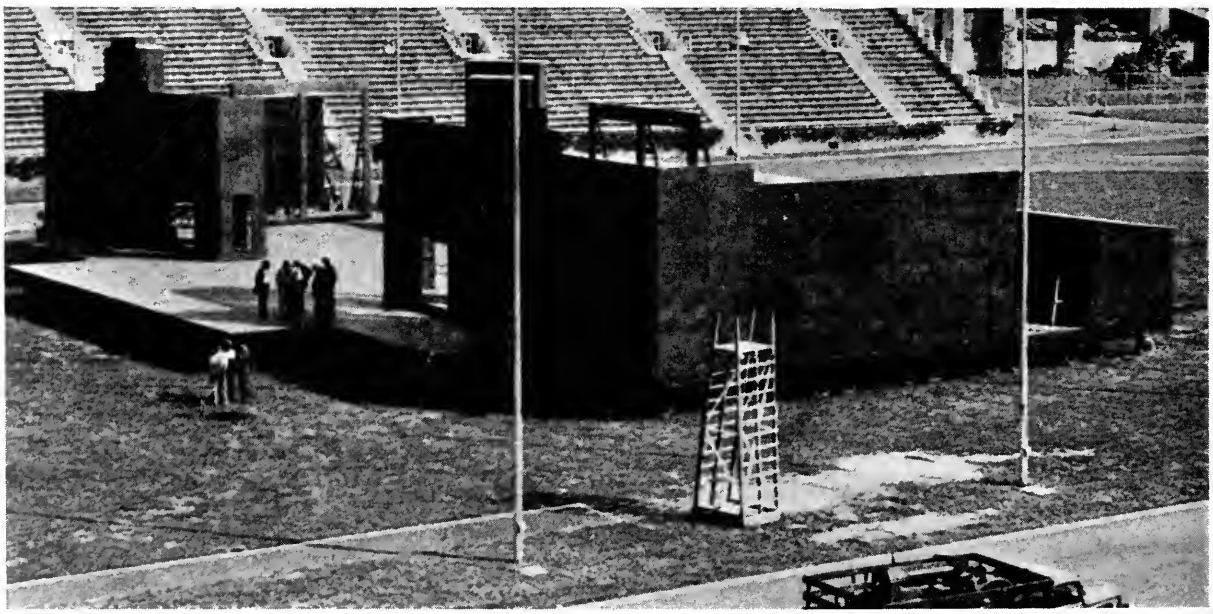
The problem of making the stage mobile was solved by designing an undercarriage mounted on 212 pneumatic-tired wheels. The stage, finally constructed, is a sort of mechanical leviathan on wheels. Complete with dressing rooms, it weighs, when empty, about 160 tons. Mounted on a steel frame, it has walls of presswood and is floored with two layers of yellow pine. The stage proper measures 140 feet across at the proscenium arch and has a depth of 90 feet. The stage of the New York Hippodrome, commonly referred to when large stage dimensions are under discussion, measures only 55 feet front and 45 feet deep.

One large tractor can pull the huge stage across the 500 feet of stadium in something less than a half hour. Each of the stage's 212 wheels has a special screw adjustment whereby it can be individually raised or lowered while the stage is in motion. This arrangement is necessary so that a variation in the level of the field will not shift the immense weight of the stage onto the support of only a few wheels.

Audiences totaling more than 200,000 persons attended operettas presented on the movable stage at Randall's Island Stadium during the 1937 season. A new electrical acoustic system makes it possible for the audience of 8000 persons to hear the performance as easily as if they were seated in a small indoor theater. Such

(Continued on page 685)

It would take an immense cast to crowd this movable stage at Randall's Island Stadium!



With the American Municipal Association

THE AMERICAN MUNICIPAL ASSOCIATION at its fourteenth annual convention in October, 1937, passed several resolutions that are of special interest to readers of RECREATION.

In 1935 the National Resources Committee, in response to numerous requests, appointed an Urban Committee to investigate the rôle of American urban communities in the economy of the nation. That Committee filed in 1937 its report entitled "Our Cities—Their Rôle in the National Economy." The American Municipal Association urges upon the President and the Congress of the United States the immediate drafting and enactment of legislation to implement the recommendations of the report of the Urban Committee. Such legislation would call for:

1. Establishment by the Federal Government of a division or section of urban information which would serve as a central depository and clearing house of all information about urban communities now collected by all governmental agencies on all levels and by authoritative private organizations.
2. The establishment by the Federal Government of a division or section of urban research which would perform for urban communities functions comparative to those now performed for rural communities by the Department of Agriculture.

The Association also offered resolutions of appreciation to the United States Office of Education and to the Advisory Committee on Education for making possible present training opportunities and urged the continuation of such constructive leadership in this field. This reference was to provisions of the George-Deen Act, passed in 1936 and implemented by appropriations in 1937, providing $12,000,000 for vocational education in the fields of agriculture, trades and industries, home economics, the distributive occupations and for the training of teachers in these various fields. Practically every state in the Union has initiated such training programs as funds have become available.

One of the objectives of the American Municipal Association and the State Leagues of Municipalities is to raise the standards of municipal administration. Therefore the Association urges the selection of the most competent workers available for municipal administration, entrance into the service and promotion therein being based solely upon merit. The Association insists that if municipalities are to attract and hold the most competent personnel the executives and legislative officials of the United States should give fa-

(Continued on page 685)

With the American Shore and Beach Preservation Association

THE EVER INCREASING popularity of beach recreation requires the establishment of more large state and federal beach playgrounds such as Jones Beach along our ocean, gulf and lake shores, according to speakers who addressed the mid-year meeting of the American Shore and Beach Preservation Association, held in September in Chicago.

Some significant developments were cited. The Chicago Regional Planning Association has recommended the joint acquisition by Illinois, Wisconsin and the Federal Government of from three to twelve miles of beach front on Lake Michigan, about forty miles north of Chicago, and about the same distance south of Milwaukee. The construction of such a park with adequate facilities would, it is believed, serve both these large cities and relieve the strain on the highly residential shore suburbs just north of Chicago. George T. Donoghue, general superintendent of the Chicago Park District, stated that the Park District hopes to secure the entire Chicago lake front in public ownership and eventually to convert it into beach for its entire length, with the exception of channel openings to yacht harbors and lagoons.

J. Spencer Smith, president of the Association, discussed America's shore fronts as a common heritage and as a recreational asset belonging to the whole nation and not merely to those citizens or communities who held title at the waterfront. He said: "The communities or people directly enjoying the riparian rights are essentially trustees and their actions and attitudes should be those of trustees. Our waterfronts are a common heritage and are a part of all the land and not just of that portion to which they are attached. If this be so then the people occupying all the land have an inherent right to these shore fronts. Our vision must be enlarged if we are to understand and avail ourselves of the many benefits nature has blessed us with. We cannot afford to be narrow in our outlook or we will deny to ourselves and our neighbors some of the choicest fruits of our present day civilization."

You Asked for It!

Question: We have had great difficulty in our swimming pool program, and we have been working on the plan of two admission fees—one for adults and one for children—in defining what is meant by "children." Our difficulty lies in the fact that no matter what definition we set up there are always individuals who attempt to get by on the cheaper rate. How can this difficulty be met?

Answer: In the municipal swimming pools in Birmingham we have nothing to say about age. We paint a line on the wall of the entrance lobby in all bathhouses where it can be plainly seen by the cashier, and where there is a question he has the persons stand against the wall. If they are below this line we call them children and admit them at children's prices. If they are taller they pay the adult price. It has eliminated all arguments; one is either over or under.

Of course, you have the problem of the overdeveloped child to consider, but when you do not state anything about ages that is not very serious. We consulted our local Board of Health and their statistics showed that a twelve year old boy and a thirteen year old girl, under normal conditions, averaged sixty inches in height. We have adopted that standard as our dividing line. Any child under sixty inches is admitted at children's price and any person over sixty inches pays the adult admission. It proves very satisfactory here and may be of help to some city facing the same problem.— From *R. S. Marshall,* Superintendent of Parks and Recreation, Birmingham, Alabama.

Note: RECREATION will be very glad indeed to receive comments on Mr. Marshall's plan and to know of the experience of other cities in meeting this problem.

Question: Week-ends at our college appear to be the time for girls to leave Friday afternoon and arrive back Monday morning. I feel that if we had a recreation program planned ahead we would benefit greatly. What have you to suggest? —From a State Teachers College in Massachusetts.

Answer: The most important step in intiating a program of recreation is to discover the real recreational interests of the girls. Otherwise, no matter how varied a program you offer it will not be successful. The problem of providing recreational opportunities for both men and women should be given consideration in any program for girls of college age. Co-recreational activities need not be limited to parties and dances, but if a program is to be really satisfactory for the girls it should provide ample opportunities for association with young men.

At a meeting of the American Physical Education Association held in New York there was an interesting discussion on the subject of co-recreation in schools, colleges and universities. In answer to the first question asked, "How did you start your co-recreation program?" a number of suggestions were offered. At one college the program started with a folk dancing class to which each girl was asked to invite a young man. The girls demonstrated the dances and then the entire group took part. In another educational institution girls were allowed to entertain young men at the physical education building on certain evenings during the week. Ping-pong and other table and floor games were played. At still another college the girls were allowed to invite their young men friends to a mixed swimming party. After the swim mixed groups played Badminton and other games. A tennis tournament in mixed doubles was the means of starting co-recreation activities in one school. At a junior high school co-recreation clubs were organized in deck tennis, archery and ping-pong.

In answer to the question, "What activities appeal to mixed groups?" a number of suggestions were offered. Tennis, volley ball, Badminton, ping-pong, golf, archery, horseback riding, horseshoe pitching, skating, bowling—in fact, practically any activity not involving physical contact—was recommended. The report of one college showed that one of the most popular activities was winter sports, including indoor skating, tobogganing and skiing. One delegate stated that a study of fifteen clubs showed that many programs for mixed groups were being sponsored by student organizations, and the range of activities was practically unlimited. Picnics, canoeing and riding were unusually popular.

In *Partners in Play,* published by the National Recreation Association, suggestions are offered

(Continued on page 685)

WORLD AT PLAY

A Skating Rink for Glencoe

WITH the construction of a new school building, school authorities of Glencoe, Minnesota, with assistance from WPA and NYA, devised a plan for providing a recreation area. Adjacent to the site of the school was an unsightly ravine and gully cutting across the city. With the excavation of the new school plant an additional big cut of dirt was made and hauled into the ravine, leveling it off completely. The ground was properly dished for holding water and adequately tiled, leaving two top surface manholes for draining the grounds. The area was a block by half a block in size. The manholes were plugged and the field was wetted down with the first good freezing weather. Before Christmas there was ice to the depth of six inches. Hot water was used successfully to fill in cracks and rough places in the ice. A large warming house was built on wheels so that it could be hauled out to the football field in the fall for use as a dressing hut. Electric lights on twelve high poles lighted the rink during evening hours.

A New Park Created

BY the will of the late George Horace Lorimer, retired editor of the *Saturday Evening Post,* 500 acres stretching along both banks of Pennypack Creek in Abington Township were left to Montgomery County, Pennsylvania, for use as a park.

The Camden County Park Commission

THE Camden County, New Jersey, Park Commission has issued in book form a report of its work from November 1926 to January 1937. The report is an outstanding record of the development of a comprehensive county park system. The book, which is beautifully illustrated with park scenes, is particularly interesting in showing the extent to which citizens have had a part in initiating and guiding the development. The appointment of the commission and the development of the park system grew out of the efforts of the Camden County Park Association, a group of prominent public-spirited citizens. A number of these leaders were appointed to the original official commission. Another item of interest is the extent to which the park system has benefited from gifts of land. A list of 114 individuals and groups who have donated land is included in the report.

Toyeries for Pittsburgh

FOR the past two years the Bureau of Recreation, Board of Public Works, Pittsburgh, Pennsylvania, in cooperation with the Pittsburgh Playground Society, the Community Fund and the National Council of Jewish Women, has sponsored toyeries where children may borrow toys once a week. There are now five such toyeries in different sections of the city, and hundreds of children come to these centers every Saturday morning to return and borrow toys.

Voters Favor Recreation

THE voters in Canton, Ohio, in a recent election renewed the tax levy for the local recreation program. Only a 65 per cent majority of the votes cast was required to carry the measure, but the citizens showed their faith in the recreation program by a 71 per cent favorable vote. At Cleveland Heights, Ohio, the school levy passed carrying with it a commitment of the local school board to support the recreation program, especially for the summer playground and other activities which serve primarily children and young people.

A State Conference on Public Recreation

THE second annual State Conference on Public Recreation sponsored by the Advisory Committee on New Jersey Public Recreation was held October 20th in Trenton, New Jersey. The conference was based on the question, "How Can Public Recreation Serve and Meet the Needs of New Jersey?" The morning session considered public recreation from a number of angles, as "A Necessary Department in Municipal Government," "A Factor in the Readjustment of the Individual," and "A Factor in the Prevention of Anti-Social Behavior." In the afternoon the

president of the Printing Pressmen's and Assistants' Union of Newark, New Jersey, spoke on "Public Recreation and Its Relation to Labor." There followed a symposium of six speakers considering "Recreation—For Youth Agencies," "For Women's Organizations," "For Parent-Teacher Associations," "For Rural Groups," "For Educational Groups" and "For Colored Groups." "Objectives of State, County and Community Recreation" were also discussed by a member of the staff of the National Recreation Association. The dinner session included an address of welcome by the Governor of New Jersey, a talk on "The State of New Jersey and Public Recreation" by the Consultant Director of the New Jersey State Planning Board and a talk on "Public Recreation, Its Place in American Life Today" by a staff member of the National Recreation Association.

Winter Activities in Akron — The Department of Recreation of Akron, Ohio, reports through the *Recreation Resumé* that the fourteen winter recreation centers in operation have a total registration this year far exceeding that of last year. Activities include athletics, dramatics, art, quiet games, instruction in social and tap dancing and in sewing, woodworking and similar crafts. The average attendance per center per night is approximately 400 boys and girls. Adult groups are also using rooms for forums, music and social recreation.

Reduced Rates for Golf—Each year starting November 1st residents of Union County, New Jersey, may play golf at Galloping Hill for 50 cents any day of the week; out-of-town players are required to pay double this amount. On each fair Sunday and holiday during November between 200 and 300 persons used the course. All the facilities at the club house with the exception of the restaurant are made available for the use of the golfers.

Physical Training in Great Britain—According to a summary of the report of the British Board of Education appearing in the *London Times,* increasing attention is being given to provision of greater playground space for outdoor physical exercises and of playing fields for organized games, especially for the older children. During the nine months ended December 31, 1936, the additional acreage of land acquired by local education authorities for these purposes was greater than that in either of the two preceding financial years. Other means of promoting health and physical development included camp schools and holiday camps. The growth of the camp movement is indicated by figures showing that the amount expended upon it by local education authorities had grown from over £31,000 in 1933-34 to an estimated sum of £50,700 for 1935-36.

A Recreation Association of Government Employees—Employees of the Department of the Interior and affiliated agencies have organized under the name of "Interior Department Recreation Association" for the purpose of promoting and encouraging "social and athletic activity to the end that there may exist between the employees of the department a feeling of good fellowship and a realization of their common interests and purpose." Membership fees of $1.00 entitle employees to all the privileges and advantages offered by the association which include recreational opportunities of many types. A mimeographed monthly publication known as the *I.D.R.A. News* carries information regarding developments and news of interest to members.

San Francisco Holds a Hobby Show—San Francisco's first annual community hobby show, conducted under the auspices of the Recreation Commission from November 14th through the 21st at the Museum of Art, was of a strictly amateur nature with no commercial exhibits. There were no registration or admission fees. Initiated by a proclamation of Mayor Rossi, all San Franciscans and their friends were invited to participate. The splendid spirit of cooperation engendered resulted in the participation of the Museum of Art, the School Department, the Public Library, many social and civic groups and well-known hobbyists. Helen Wills Moody designed the official posters. The preview held for exhibitors and their friends on November 14th attracted 1,026 people, while the final afternoon's count was recorded as 1,823. The space granted for hobby show purposes by the museum included the beautiful central court and the adjoining corridor. Sixty-five types of representative hobby interests were given space. Only fractions of large exhibits could be accepted and it was necessary to decline many exhibits because of lack of space. Four "finest in the world" collections were exhibited. Subjects included rare and fine bookbindings, natural history, models, needlecraft,

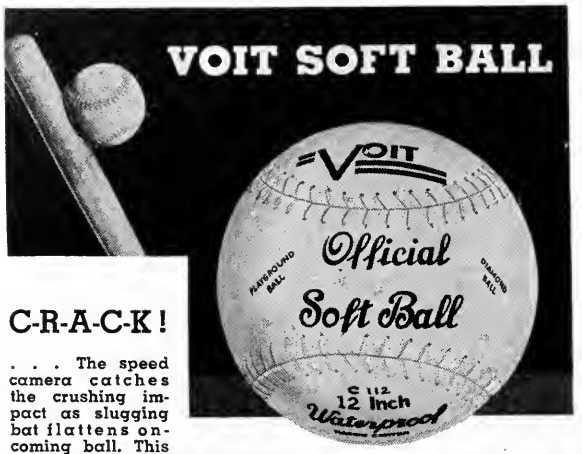
weaving and varied collections. Daily demonstrations in arts and crafts gave vitality to exhibits and proved a valuable feature.

Flower Show Draws Crowd — More than 17,000 people visited the annual chrysanthemum and begonia show conducted by the Horticultural Department in the greenhouses at Branch Brook Park of the Essex County Park Commission. The Recreation Department of the Commission was among the non-commercial exhibitors in the "fair" conducted by the Physical Education Department of the New Jersey State Teachers' Association at the thirty-eighth annual convention held in Atlantic City in November.

Leisure for Townspeople — From Warsaw, Poland, comes a booklet, "Leisure for Townspeople," published by the Institute for Social Problems. The author has listed the following forms of recreational activities: organization of health camps and excursions; facilities for week-end outings; city planning connected with the problems of recreation; allotments; the relationship of housing problems to the use of leisure; art in the home; handicrafts; education in art and music; intellectual and moral education; physical training, and recreation for children. He cites the following as fundamental: (1) a common plan linking together recreational agencies working on individual lines; (2) the adaptation of leisure facilities to the needs of individuals and of social groups; (3) the participation of workers and employees in recreational planning and organization, and (4) suitable and qualified leadership.

Street Play Fatal to Children—According to the September 1937 News Letter of the Michigan Juvenile Delinquency Information Service, children playing in the street contributed 1,410 or 8.7 per cent of the 16,160 pedestrians killed by automobiles in the United States in 1936 and 41,940 or 14.3 per cent of the 293,350 pedestrians injured.

A Playground in Athens—Kaissariani Playground in Athens, Greece, is meeting a real need. Operated under the supervision of the minister of physical education, it was first organized by the Near East Foundation as a part of its demonstration program in child and community welfare activities. It is the only playground in the country adequately equipped and properly organized as a model field where hundreds of children and young people may enjoy outdoor games. The director of physical education is very enthusiastic about the project and efforts are being made to open up similar playgrounds in other sections of the country.



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Hobby Riders—A North Carolina newspaper reports that after questioning 2,106 high school students, Dr. George E. Davis of the University of Iowa has concluded that a person with several hobbies is smarter than those with none. Dr. Davis found that smarter pupils tend to have a greater number of hobbies than those with less intelligence.

A New Home for a Detroit Settlement — Franklin Street Settlement of Detroit, Michigan, after fifty-seven years of service is building a new $200,000 home on a site donated by Mr. and Mrs. Edsel Ford. The settlement will have not only facilities for its regular work but also living quarters for resident students who are working for advanced degrees in social work. The grounds of the two story building will provide all facilities

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necessary for a modern community program. In one wing there will be a fully equipped gymnasium and bowling alley. Another will be occupied by the auditorium with a connecting kitchen and service rooms. On the ground floor there will be club and game rooms and classrooms for metal work, wood carving, sewing, cooking and laundry work. On the second floor a completely equipped nursery and nursery school will care for preschool age boys and girls, and living quarters will be provided for six staff members as well as ten resident students. Today the work of the settlement is divided into three main divisions—the day nursery, the summer camp, and group and club work.

A Handbook of Private Schools

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STRUTHERS BURT in the December *Forum and Century*—"As to the accredited upper class, if you wish to find out more about its secondary education, you can do no better than to read Sargent's Handbook of Private Schools; 21st edition. This is as necessary to the well-to-do parent as a marriage certificate. . . . A mine of pergnant quotations."

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Write for Table of Contents.

PORTER SARGENT
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New Municipally Owned Auditoriums—Forty-eight cities ranging in size from Primrose, Nebraska, with a population of 210, to Kansas City, Missouri, with its population of almost 400,000, built municipal auditoriums in 1936 or 1937 with the assistance of PWA grants, according to an article in the September issue of *Public Management*. Only twelve of these cities are over 10,000 and seventeen have less than 1,000 population. The article, entitled "New Municipally Owned Auditoriums," describes the facilities provided and gives information regarding management, financial policy, rate policies and rates. The article states that municipal auditoriums are regarded in many cities as essential civic undertakings and not as revenue-producing enterprises. "In fact, in many cities no attempt is made to make the auditorium pay its way; some officials hold that a public building which is attractive and frequently used as the social, recreational, civic and cultural center of the town should be supported, in part at least, from tax funds."

The Hiking Year—The Municipal Hiking Club sponsored by the Recreation Department of the Minneapolis Park Board is to be congratulated on its sixteenth Year Book, an unusually attractive issue. The Club's activities for each month of the year are recorded. Delightful pictures accompanying each month's events will recall happy memories to the campers long after the trips themselves are past history.

The Amusement Industry

(Continued from page 642)

shows that such expenditures are once again on an upward trend.

Total receipts of all amusement places of $699,031,000 in the latter year, compare with $530,218,000, in the former, or an increase of 34 per cent; total cost of production in the motion picture industry has already been shown to have increased in these two years 57 per cent and the value of radio production 65 per cent. During the past year, comparable statistics are not available but the internal revenue receipts on theater and other admissions showed, for the fiscal year 1936, an increase of 11 per cent over those of the fiscal

year 1935, and sales of radio sets increased 40 per cent.

Further expansion in public expenditures would appear assured as national income increases, with a corresponding growth in the amusement industry, for motion pictures, the radio and more general forms of commercial entertainment have won a place in our national life from which the experience of the depression indicates they cannot easily be dislodged. Greater leisure for wage earners under the impetus of the current movement for shorter working hours, moreover, should serve to increase still more the popular demand for amusements.

Model Playgrounds for Cleveland

(Continued from page 647)

was done by private contract, the Foundation employing the contractor directly.

These model playgrounds have already proved of distinct value—educationally at least—to the community. While not large they were built to serve as demonstrations of what Cleveland's playgrounds could be and as indicating what should be done when capital account funds are made available for recreational purposes. City officials and many interested organizations and individuals, it is believed, have been convinced of the demonstration value of these playgrounds and of the need for similar improvements in other sections of the city. The next step, of course, is the procuring of funds for development of additional playgrounds as well as the reconstruction of existing grounds. The city has already developed excellent plans for several sites.

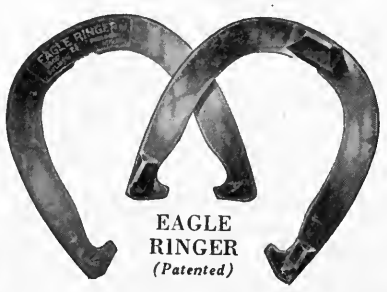
Time alone will establish the future value of the Cleveland Foundation's gifts to the city of Cleveland. Meanwhile there must be a continuation of competent leadership on the demonstration projects so that they may serve the public efficiently, and effectively point the way to more adequate provision for the recreational needs of the city's children and youth.

Fair Play, in Football and So On

(Continued from page 648)

itself to smaller squads, taking great pride in playing 'eleven men of iron.'"

To not a syllable of which did I object, nor am I objecting now, for I think that what my friend said probably is true. But it quite missed my point, which has to do with *sportsmanship*—a mightily



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important element in education all along the line, from the cradle to the grave. The difference between sport and war lies exactly there. Aside from its characteristic concrete horrors and indecencies, the principal demoralization of war and its techniques takes place in the characters of the participants and of the peoples behind them. The shrewd difference between an officer and a gentleman is in the fact that a typical military man (of any allegiance, "civilized" or savage) will glory in and hail as a "victory" the annihilation of an inferior by a superior force; an instance in which fresh reserves are thrown in to overwhelm an exhausted enemy. It does not occur to him to be ashamed of it—he isn't built or trained that way. The motto of the war-maker is "victory at any price." A gentleman, unless hypnotized by military hocus-pocus, scorns to accept victory on any such terms. Nor would it be tolerated in any sport—except football under the auspices of the "higher" education! Try to imagine Yale or Harvard (not to mention Oxford or Cambridge), halfway down the course on the Thames, finding its crew or some member of it exhausted and its boat a length behind; taking "time out" to put in fresh rowers —perhaps even a whole fresh crew—the result of

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the race depending upon which had the largest supply of substitutes to draw upon!

Bret Harte's immortal "Heathen Chinee," whose smile it was (naturally) childlike and bland, had reserves . . .

"In his sleeves, which were large,
He had twenty-four packs!"

This isn't sport; it's playing with loaded dice; the only possibly redeeming circumstance being that the inevitable loser knows that they are loaded. In real sport, engaged in "for the game's sake" by gentlemen and scholars—yes, even in prize fights—effort is made to equalize the physical factors and let skill and prowess win. Substitutions should be allowed only in case of actual disablement; at any rate reserves should be as a matter of course, as to numbers at least, on equal terms. I shall continue to hope for the day when present practices in this regard will be as unlawful as mayhem in a wrestling match.

A Progressive Game Kit

(Continued from page 652)

The game is played as in regular quoits. Ringers score three points; one point is scored for each of the two rings that lie nearest the peg. Rings that do not touch the board are disregarded. Twenty-one points constitute a game.

In progressive parties all four of the players throw one ring each, and the nearest ring scores one point. Then all throw again until the time is up.

Pop Goes the Weasel. Groups have played this game a whole evening—it is so exciting. Everyone stands around a table holding a string with a cork tied to the opposite end. The weasels (corks) are grouped in the center of the table. One person, "it," holds a tin pan small enough so that it may be held upside down in the palm of one hand and a pair of dice in the other. The dice are shaken and thrown on the table. Should seven or eleven turn up, the players try to yank their weasels from the table before "it" can pop the pan down over them. Any player whose weasel is caught under the pan pays "it" one point. In scoring for progressive games "it" gets one point for every weasel he catches, while the person whose weasel is caught is docked one point. "It" continues to throw the dice until seven or eleven comes up. When he has attempted to catch the weasel he passes the dice and tin pan to the person on his right who then becomes "it." Pad the table

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or use one which will not be marred by the pan.

Cootie. One dice is used for this game. Number 1 stands for the body, 2 for the head, 3 for the leg, 4 for the antenna, 5 for the eyes, 6 for the tail. Each player is given a paper and pencil. The players take turns in rolling the dice. When a player rolls the 1 he draws an oval figure on his paper to represent the body of a cootie and is entitled to another roll. If he rolls a 3 (leg) or 6 (tail) he adds that part of the body to the cootie. However, if he rolls any of these parts before he rolls 1 (body) he cannot add them. Likewise, if he rolls 5 (eyes) or 4 (antenna) before he rolls 2 (head) he cannot add them because the cootie does not yet have a head. When the player rolls a number that can be used in the construction of the cootie he is entitled to another roll. One point is scored for each part of the cootie when the whistle blows. Two dice may be used if desired in order to make the game move faster.

The kit contains a few commercial games, but a number of these may be made in the recreation department workshop. Among these are the dart game, pick-up sticks, anagrams, bean bag board and indoor horseshoes.

Recreational Training for Catholic Institutions

(Continued from page 655)

D. Expression in Art, Hobbies, Room Decorations
E. Service to a Cause or for Other People
F. Team Work; Clubs
G. Spiritual Values in Camp Fires, Ceremonials, Young People's Groups

4. *Desire for Recognition*
A. Opportunity to Excel
B. Opportunity to Be Alone
C. Club Membership; especially in national groups
D. Chance to Talk, Explain, Articulate
E. Dress Individually
F. Leadership
G. Special Personal Recognition on Birthday, Convalescent Time, etc.

Summary

In this article an effort has been made to suggest some of the colorful aspects of recreational institutes held for workers in Catholic institutions, to fix attention on the significance of such

What Our Readers Say About

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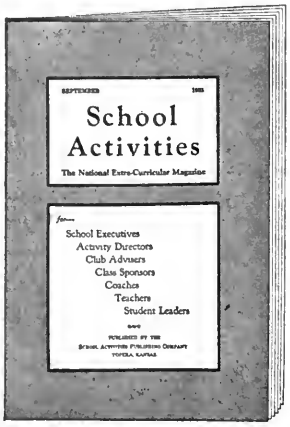
Union High School
Union, West Virginia



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courses, to tell how they are organized, and briefly to describe their content. The utilization of such institutes by Catholic authorities is important recognition of the values in planned recreation in institutional management.

"The Catholic Church," says Miss Barnes, "realizes that its institutions must offer training in leisure time pursuits as well as religious and academic knowledge. Milwaukee, Green Bay and Riverdale have set splendid examples to be followed by other groups."

Map Making for Community Study

(Continued from page 656)

tray bottom, but the clay hardened so rapidly that it was necessary to measure downward from strings stretched at the level of the top of the tray. As soon as the clay base was finished, the entire surface was covered with vaseline, partly to hold the moisture and partly to keep the paper next to be applied from sticking.

Strips of newspapers dipped in a pail of cold water paste were laid on. These strips were somewhat larger than the half-inch by four inch strips recommended for mask making, but it must be kept in mind that the boys were working on a large area. Where the features of the city were abrupt, as on the banks of the river, shorter strips were used, but on the flat areas strips one foot long by one inch wide were quite satisfactory. Six to ten layers of paper were applied on the four maps made to date. When thoroughly dry the paper mat was lifted off the clay base forming a light, sturdy, shell-like relief map. After smoothing the top layer by using fine sandpaper the whole surface was painted with a flat paint. The boys then painted the outstanding landmarks in color. The river, creeks and swamp areas were marked in, the main highways and streets were indicated, and all park areas were colored. Because the school buildings played such an important part in the problems to be considered, small models were carved from ivory soap and fastened in place with glue. On one map white pine blocks were used, but we found that architectural detail was not as easily obtained with these as with the soap. The schools were then colored to resemble the originals.

The maps, when completed, were from twelve to twenty pounds, but eight to ten pounds of this weight are in the wooden frame cut from three-quarter inch cypress and braced by some of the irregular left-over strips.

To test the rigidity of the map shells a 75 pound weight was placed on the six layer shell, bridging two hills. This weight had no effect on the shell. Additional maps were made by putting more vaseline on the cast and adding layers of paper as in the first process.

No sooner did the maps begin to take shape than many requests came in for them. The Kalamazoo Chamber of Commerce, the Y.M.C.A., the Recreation Council, the Civic League and the Council of Social Agencies have all seen the possibility in studying local problems of using such a portrayal of spatial relationships of places and people in Kalamazoo, and have ordered maps.

The Idea Spreads

The project has had great value in giving boys and girls an opportunity to do real creative work, and the idea is spreading so rapidly that other boys and girls are being offered this medium for self-expression. The principal of one elementary school has asked to borrow the metal tray and clay

so that the children may mold a base and make maps of their district. Streets will be about one inch wide and each child will be able to prepare a soap model of his own home. Vacant lots and recreational facilities will be marked on the map. The principal of the school plans to mark the houses where there is a communicable disease. This particular district offers an unusually interesting project because seven-eighths of the district is outside the political district of the city but in the school district. We believe that the project, widely used, cannot fail to lead to an awareness of common community problems.

Use of Radio in the Local Recreation Program

(Continued from page 659)

what overworked it is still one of the best mediums.

6. Local interest is coming to be recognized as more important for education than national interest.

7. Programs must be followed by some literature which will provide a continuing interest—something to do.

8. Simple crafts work has been successfully guided in the homes—nature study, folk ways, etc., are effective.

Social Opportunity through Community Planning

(Continued from page 662)

Present Developments

Facilities for shuffleboard and modified bowling are being planned in one of the basement rooms of the center. The recent acquisition of beautiful costume plates and models of Pennsylvania historical buildings from the Museum Extension Division of the Works Progress Administration has made possible the establishment of an interesting museum exhibit. Puppets and marionettes have also been received from the WPA, making possible the development of puppet and marionette troupes and entertainments.

Matching the acquisition of these material facilities, equipment and exhibits is the increased use of the center by various local groups and organizations as a place of meeting. The center is more than a building. It is becoming the center of numerous activities as well as the center from which other community activities radiate.

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Cooperation

The interest and cooperation of the members of the Borough Council and bank officials in providing facilities for a community center are the basis upon which citizens have been able to develop a community program. Of equal significance is the fact that the members of the Board of Education feel that school facilities and services should be made available to all citizens.

Paid leadership for supervising program activities at the center and playgrounds, made available through the Division of Recreation and Adult Education of the WPA, has also been an important factor in the success of the program. Valuable assistance has also been given by youth whose services have been made available through the National Youth Administration.

Possibly the most essential element in the success of the venture has been the public-spirited manner in which citizens of the community give of their time, money and effort to provide a wholesome program of leisure-time activities for their fellow citizens.

Beautification by Cooperation

(Continued from page 664)

scale. Following a suggested plan, residents concentrated on the planting of azaleas, camellias and crêpe myrtle. Within two years Port Arthur had abandoned the appearance of a typical industrial community to become known as a city of roses and flowers.

Lighting of Outdoor Recreation Facilities

(Continued from page 666)

facilities. Three of these agencies meet all of their lighting costs in this way, four meet 50 per cent of their costs and one agency meets 25 per cent. The fees charged and the methods of charging for different facilities are as follows:

1. *Softball.* Seventeen agencies report participation fees for softball. Three methods of charging are in operation: (1) team entry or membership fees, (2) hourly rates and (3) flat rates per game. Membership or entry fees reported range between $5 and $10. The hourly rates reported were $.80 and $1.00. The only flat rate reported was $1.50 per game.

2. *Tennis.* Seventeen agencies charge for tennis. Twelve of these agencies reported the following rates:

Rate	*No. of Agencies*
$.20 an hour	1
.25 an hour	6
.25 for 40 minutes	1
.40 an hour	1
.50 an hour	3
Average rate $.29 an hour	12

3. *Swimming.* Charges for swimming are levied by seven agencies. These charges vary between $.10 and $.25 per person.

4. *Football.* Six agencies report participation fees for football. Two agencies charge hourly rates of $1.00 and $.50. One agency charges $1.00 per game, and another charges 25 per cent of the gross income derived from the game. The other two agencies failed to indicate their method of charging.

5. *Baseball.* Of the four agencies charging for baseball, one charges $1.00 per game or $.50 an hour and another charges 25 per cent of the gross income.

6. *Basketball and Bowling.* One agency reports participation fees for bowling and another for basketball.

7. *Stadiums.* Three agencies charge participa-

Ellen M. Tower

On January 9, 1938, Ellen M. Tower, who helped in starting the sand garden work for children in Boston, Massachusetts, in 1885, died at her home in Lexington, Massachusetts. She was in her ninetieth year.

A number of years ago Miss Tower presented to the town of Lexington, Massachusetts, the park which now bears her name. In the year 1927 Joseph Lee was toastmaster at a special dinner given in honor of Ellen Tower to recognize her services to the recreation movement.

tion fees for the use of their stadiums when admission fees are collected by the using teams.

Admission Fees. Forty-three or 31 per cent of the agencies reporting lighted facilities charge admission fees. Five agencies meet 100 per cent of the cost in this manner, three meet 50 per cent and one meets 25 per cent.

Fourteen agencies charge admission fees for softball, six for football, five for swimming, four for baseball and one charges for basketball. One agency charges admission fees for entertainments in an outdoor theater. The other twelve agencies failed to indicate the facilities for which admission fees are charged.

Admission fees for softball range between $.05 and $.15 per person with six of the nine agencies charging $.10. Football fees range between $.25 and $.50 per person. Baseball fees range between $.10 and $.25, and $.15 per person is charged by

(Continued on next page)

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

The Camping Magazine, January 1938
- All-Year-Round Use of Our Summer Camps, by Harold M. Gore
- College Camping Courses, by Charles B. Frasher

The Journal of Health and Physical Education, January 1938
- The Significance of Physical Education in Modern Life, by Blanche M. Trilling
- Trends in Health and Physical Education, by Helen Norman Smith
- Outing Activities at Middlebury College, by Marion L. Young
- Indoor Group Golf Instruction, by Leonore K. Alway
- Water Polo for Girls
- New Gymnasium "Scooter" Activities and Games

The American City, December 1937
- Louisville Plans Riverfront Development, by H. W. Alexander
- New Jersey WPA Converts City Dump Into a Park
- A Beautiful Yet Practical Bandstand in Canton, Ill.

The Journal of Health and Physical Education, December 1937
- Physical Education and Adult Education, by Harry Woodburn Chase
- Sports in the U. S. S. R., by Percy M. Dawson, M.D.
- Playdays in a High School, by Margaret Clapsaddle

Leisure, December 1937
- Homemade Wreaths for Christmas, by J. A. Emmett
- Hobby Councils Stimulate Interest, by John E. Hubel
- Creative Art Projects for the Novice, by Agnes Choate Wonson
- Different Christmas Cards, by Dorothy G. Van Allen
- Winter Picnics, by Ruby Price Weeks

Child Life, January 1938
- Things-To-Do for Boys and Girls

Scholastic Coach, January 1938
- Ice Hockey Fundamentals, by George P. Geran
- Sensationalism in Sports, by Ross Allen

PAMPHLETS

Annual Report of the Parkersburg, West Virginia, Board of Recreation, 1936-1937

Citizen Leadership—Lay and Expert and the Problems of Leisure
- Third Annual Report of the Chicago Recreation Commission

The New Swimmin' Hole, Fall Issue 1937
- Division of Sanitary Engineering, State Department of Public Health, Springfield, Illinois

The Evansville Survey
- Conducted by Carter Taylor for Community Chests and Councils, Inc., 1937

City of Austin, Texas, Special Report of the City Manager, Recreation Department, 1937

Annual Report of the Division of Parks and Recreation of the Department of Public Welfare, City of St. Louis, 1936-1937

Handbook of the American Library Association Bulletin, November 1937

Snow Sports in Southern California

THE IDEA of snow sports in Southern California comes to most recreation enthusiasts with a bit of shock. The "land of sunny climes" does not, in one's imagination, lend itself to such developments as snow trains, ski huts, and a St. Moritz American style. Nevertheless, it is true. *Trails Magazine,* the quarterly publication of the Mountain League of Southern California, invites its readers to one thousand square miles of snow covered mountain range over a mile high, within easy access of the population centers of Southern California. Open for three months of the year, this great area now competes with the best snow sports areas of the country.

The popularity of skiing, known as "ski madness," seems to be universal. Membership in the ski clubs of the United States Eastern Amateur Ski Association is said to have more than doubled in the past two years. The Pacific Northwest not only draws its thousands during the winter season, but a midsummer ski tournament on Mount Hood adds a new phase to the sport. Yosemite has developed some of its ski possibilities within the last three or four years, and plans for wider use of its accessible snow areas. Skiing has gone de luxe in these parts. No longer is the dizzy downward thrill followed by a long hard pull up the hill. The ski tow or a ride in a cable car or on a funicular railway takes the grind out of skiing and makes possible more breath-taking "moments of ecstacy" on the long descent.

Southern California is to be congratulated on this new development in its recreation world. The soft delights of winter resorts by the sea may have to look to their laurels as "ski madness" takes possession of the minds of young men and women. "When you see individuals spending their summers climbing mountains and doing exercises learned from ski exercise books just to keep their muscles in trim for skiing, you will know that here is a sport that has something for you. It is bound to pay dividends in health and zestful living."

(Continued from preceding page)

each of the agencies asking a fee for basketball and the outdoor theater. Charges for swimming were not reported.

Your Museum

(Continued from page 669)

available for teaching history and appreciation of music.

In Chicago

Twenty-five years ago organized direct service to the schools of Chicago was instituted by the Field Museum of Natural History with the establishment by the late Norman Wait Harris of the N. W. Harris Public School Extension. An endowment of $250,000 was provided. The museum is in daily contact with every public elementary school in Chicago, as well as with most of the high schools, parochial, practice, continuation, parental, private and other types of schools.

By means of traveling exhibition cases, the Harris Extension in effect establishes a branch of the museum at each school. Loans of these cases containing natural history and economic material were begun on a small scale in 1913. The activity has expanded until at the present time two cases are sent every two weeks to each of the 434 schools, having a total enrollment of approximately 700,000 pupils. The exhibits are displayed in classrooms, school corridors and assembly halls.

The largest of the traveling exhibits is devoted to zoology and includes mammals, birds, insects, fishes, reptiles and amphibians. Another series of cases contains realistic reproductions of wild flowers and plants in natural settings. There are also many cases showing steps in the preparation and manufacture of food, clothing materials, glass, paper, chinaware, linoleum and other industrial products.

Adults have opportunities to examine the cases at such centers as Y.M. C. A.'s, Y.W.C.A.'s, social settlements, community clubs and employees' organizations in industrial plants. Branches of the Chicago Public Library use the cases to stimulate interest in books on nature.

In New York City

The Metropolitan Museum of Art, New York City, offers courses and lectures on various subjects and occasional concerts. An announcement of lectures to be given from February through May 1938 includes free lectures on Greek art and civilization, the social aspects of art through successive periods, color and design, and design in the decorative arts. There will be two special lectures on Egyptian art. Week-day and Sunday tours of the collections offered in the first term will be continued.

which will be sent without charge to anyone requesting it, gives a detailed schedule of all the lectures mentioned and of additional courses planned especially for members of the museum and teachers in the public schools.

Even the Theater Takes to the Trailer

(Continued from page 670)

operettas as the "Student Prince," offered the opening night, kept the stadium packed night after night.

Additional work done in connection with the stadium included the building of new cement approaches and the provision of parking space for automobiles.

More than 90 percent of the labor involved in construction of the stage was furnished by the Works Progress Administration of New York City. The WPA also supplied steel for the framework. The woodwork, undercarriage, and wheel materials were purchased by the city.

With the American Municipal Association

(Continued from page 671)

vorable consideration to the merit system. The American Municipal Association has, through a committee, been studying the possibility of removal of the clause of the Federal Social Security Act which exempts municipal employees from the provisions of this Act. The efforts to this end were to be continued during the coming year.

You Asked for It!

(Continued from page 672)

for many types of activities which young men and young women can enjoy together.

More About Horseshoe Pitching Equipment

The "You Asked for It!" column has aroused much interest. In the January issue there appeared a statement suggesting a method of securing horseshoe pegs. One of our readers has written in to suggest that the equipment manufactured by the Diamond Calk Horseshoe Company at Duluth, Minnesota, provides an official court which holds the stake rigidly and at the proper angle. This court, which is sunk in the ground and filled with clay, conforms to national horseshoe pitching regulations and is used in tournament play throughout the country.

A Notable Gift

LESS THAN three weeks before Lima, Ohio, was to vote on the issue of levying a special tax for the purchase of a park and lake property, it was announced that the purchase had been made by a local business man, Thomas R. Schoonover, and the property given to the city with a fund for its development. Formerly known as McCulloughs Lake, the forty-nine acre area had been for many years a commercial amusement park with a swimming pool, dance pavilion and numerous amusement features. At one time a very popular resort, it had become run down of late years. The property consists of twenty-six acres of water and a surrounding rim of land widening to a considerable degree in some places. It is located in a section of the city without park and play space at the present time. The lake is admirably adapted to skating, boating and water carnivals, and the wider sections of the land may be developed as play and picnic areas. There is much opportunity for plantings, nature trails and beauty spots. Tentative plans now include swimming pools, a boathouse and a building adapted for year-round use.

In addition to this gift of the property, Mr. Schoonover has agreed to give $25,000 toward the development and to match a $5,000 contribution from the city each year for a period of ten years. Of equal importance to the project is his personal interest in the project, as he has accepted the chairmanship of a special board to develop the park and has said that he expects to make this his own leisure time or hobby interest.

In his letter announcing the gift, Mr. Schoonover said it was "an expression of my pride in our city and in acknowledgment of one of our greatest needs, with particular thought for our children today and the oncoming generation of tomorrow." He stipulated that the entire property be forever dedicated to the people of Lima for park purposes. Assurances have been received from WPA authorities of their approval of a project for the improvement of the property, and it is expected that work will begin shortly in tearing down buildings, cleaning up the grounds and doing some necessary grading.

The appreciation by his fellow citizens of Mr. Schoonover's generosity was shown at a public meeting when the deed was delivered to the Mayor, and by the action of the City Council in naming the area Schoonover Park.

New Publications in the Leisure Time Field

Games

By Jessie H. Bancroft, M.P.E. The Macmillan Company, New York. $4.00. School Edition, $3.00.

TO THE MANY recreation workers, physical educators, club leaders, teachers and others who have used Miss Bancroft's book on games for so many years which so long has been an invaluable guide to workers in many fields, the announcement that the revised edition of the book is ready for distribution will come as welcome news. The changes in the book consist mainly of additions, new games having been added to each section. New research in foreign countries has resulted in the inclusion of a number of games which did not appear in the original edition. The majority of games presented have been newly written and brought up to date with official rules. As a result, the volume—and the book contains about 700 pages—now covers a much larger amount of material and a wider range of interest than in its original form, while all that has been most useful has been retained. The index has a valuable feature in that it indicates the grades and the ages at which each game may be appropriately used.

Home Play and Play Equipment For the Preschool Child

Children's Bureau Publication No. 238. Government Printing Office, Washington. $.10.

THE GREATER PART of this practical booklet is devoted to suggestions for making outdoor play equipment, and diagrams and directions are offered for such equipment and apparatus as the sand box, play plank and sawhorse, and swing and climbing bars. There are also suggestions for toys, books and pictures. The opening section entitled "Play a Way of Learning" stresses the values of play and offers an introduction to the more practical subjects discussed.

Adult Education

By Kirtley F. Mather and Dorothy Hewitt. D. Appleton-Century Company, New York. $1.75.

"ONE OF THE highly stimulating and inviting opportunities before adult education is the fostering of this newly found joy in the creative arts: dancing for the overwrought business woman; dramatics for the ingrown store clerk; etching for the financier; drawing for the ticker-tape mechanic, and so on down the long line of adults. We are beginning to have a strong suspicion that within every normal human being, there lies creative ability that needs only a chance to flower." This is the conclusion of the authors of this volume after four years of experience in conducting the Boston Center for Adult Education, which has drawn nearly two thousand persons from all walks of life to its classes, craft shops, and discussions. This book describes the factors that make for success in the enterprise.

The principles and methods that were applied in breaking down prejudices, of enlisting the interest of the community, of planning programs, and in selecting leadership are described in objective fashion. The chapter on analysis of the community is of special interest. Almost half of the book is given to a description of method—how to use group discussion, the public conversation, the panel, the lectures, the forum, and the symposium. While emphasizing the educational value of the program center, the authors assert that "as yet, adult education is considered by most people to be a kind of elevated recreation."

Europe at Play

By L. H. Weir. A. S. Barnes & Company, New York. $10.00.

THE DEVELOPMENT of recreation in Europe in the last two decades has gone on with astonishing rapidity although the beginnings of many manifestations of it hark back for a much longer period. Some of the developments in the small garden movement, in physical recreation activities and areas, in forest recreation, nature instruction and facilities and Youth Hostel movement have been traced in this volume by L. H. Weir. As a Fellow of the Oberlaender Trust during the summer of 1933 and again for almost the entire year of 1936, Mr. Weir studied recreation organization, facilities and activities in a number of European countries. The study is by no means complete, and the author asks that it be considered as a preliminary exploration only.

Of special interest to recreation workers is the chapter on the Cultural Use of Leisure with its description of municipally and stated owned theaters, of folk music and dances and of arts and handcrafts. A number of the special leisure-time organizations operating in several of the European countries are described.

The book is profusely illustrated by beautiful photographs.

Out of Doors With Birds

By Emma F. Byers. The Womans Press, New York City. $1.00.

MANY PEOPLE are discouraged from turning a more or less casual interest in birds into a real hobby because they are dismayed and confused by the detail in bird guide books. Having read this chatty 85-page book pointing out in simple anecdotal style the highlights of bird study and bird identification, the bird lover will find learning to use a guide book and "discovering" birds easier and more exciting. The basic material applies to all birds, but the examples are confined to birds of eastern North America.

How Fare American Youth?

Homer P. Rainey and others. A report of the American Youth Commission. D. Appleton-Century Co. $1.50.

"WHAT YOUNG PEOPLE are asking for specifically are more playgrounds, community centers where supervised crafts, hobbies, forums, dramatics and music can be indulged in, swimming pools and organized sports."

Leadership in directing such activities "is a high calling requiring experience in group directing, ability to organize, initiative and ingenuity, buoyant personality, acquaintance with the whole field of crafts, the fine arts, games, sports and entertainment features, and an educational background of sociology, pedagogy, government, biology, psychology, guidance and physical education. Perfection cannot be expected but the men and women required for recreational directorship must be able to manage a program unobstrusively yet certainly; must be attractive to young and old; must possess teaching ability and the capacity to respect all types of personalities. Neither playgrounds nor indoor programs can operate safely and successfully without such leadership."

These statements constitute the heart of the findings submitted to the American Youth Commission on the subject of recreation. The findings were based on federal, state and municipal youth surveys and censuses published in fifteen different states. The studies cover population trends among youth, their employment status, youth and schools, youth and health, rural youth, colored youth, youth and the home, and finally youth and the larger citizenship.

The problems of youth outlined in this volume are staggering. Only sixty percent of all employable young people, 16 to 24, have been able to find work. Their median wage is $15. a week and large numbers of them work without pay. One out of eight finds his way to a state hospital. On the farm there are two million more youth than are needed to grow commercial agricultural products. A million and a half who would normally be married have been forced to postpone that event. Youth neglects the church because its message to him is not a vital one. Negro youth above all faces the most difficult handicaps, economical and educational, and is threatened by the most serious health hazards. In the face of these problems youth asks for more adequate recreational facilities. In a rural community in Wisconsin the first desire expressed by youth was for recreation even "before more work with pay." In Detroit more than one-fourth of the youths studied said that recreation was their most difficult problem. Ten surveys in the various parts of the United States show that the recreational picture is the same everywhere.

This book is a real challenge to recreation leaders and is deserving of careful reading. It should get into the hands of committeemen, city officials and especially those lay persons of whom there are still a few who feel that the recreation job is done.

Books on Handcraft.

The Harter Publishing Company, Cleveland, Ohio. Each $.10 plus $.10 postage.

Recreation workers and other leaders who may not be familiar with the Harter publications will want to know that there are available a number of booklets on handcraft prepared by Edwin T. Hamilton, well-known author of a number of books on handcraft. Among these are *Making 30 Kites That Fly,* with full directions and diagrams; *Coping Saw Carpentry,* with directions for making a large number of household articles, and *Building Model Airplanes That Fly.* These exceedingly practical booklets and many others on subjects of interest to recreation leaders are available.

Reading for Fun.

By Eloise Ramsey. National Council of Teachers of English, 211 West 68th Street, Chicago. $.20.

This list of books for boys and girls in the elementary school was prepared for the National Council of Teachers of English with the cooperation of its Committee on Recreational Reading for Elementary Schools. Each page offers a short list of books about something in which boys and girls are interested. Many new books are introduced or old favorites appear, and all the books included have illustrations. The books are classified under the following headings: Good Times at Home; City, Country and Travel; Animals Everywhere; People and Things We Like; Old Tales and Brave Deeds; Magic and Poetry; Our World—Today and Long Ago; America and Her Neighbors; Festivals and Holidays. The attractive illustrations which have been used and the effective way in which the lists are presented cannot fail to make their appeal to the children for whom these lists have been prepared.

Surveys of Youth.

By D. L. Harley. The American Council on Education, 744 Jackson Place, Washington, D. C. $.50.

To help meet the need for definite information on the present condition of American youth, the American Youth Commission has brought together, for the benefit of the individual and group wanting to know what studies of youth have been made in recent years, some significant facts about youth surveys made in the United States since 1931. It identifies and briefly describes 166 surveys, national, regional, state and local, classifies them, provides analytical aids which will enable particular groups of surveys to be readily isolated, and tells how to obtain copies of reports.

Dancing Dolls.

Add-a-Puppet Play Series. By Hamburg Puppet Guild, Hamburg, New York. Samuel French, New York. $.75.

In this collection of seven puppet plays for children the plays offered are simple and easily produced. While some of the characters are used in more than one of the plays, there is enough variety to maintain interest. The foreword contains some suggestions of value to beginning puppeteers. There is no royalty for amateur use.

Fundamental Handball.

By Bernath E. Phillips. A. S. Barnes and Company, New York. $1.50.

This book may be used not only by handball novices but by more experienced players and instructors. The material is presented clearly and intelligibly, as are the pictures and diagrams. The book is divided into six parts: An Introduction to the Sport; to the Novice; the Fundamentals; the Shots; to the More Advanced Player; to the Instructor. There is an appendix containing official rules. The attractive presentation of practical material makes this book a valuable one for gymnasium instructors as well as for handball players.

Growing Up with Music.

By Beatrice Perham. Neil A. Kjos Music Company, Chicago. $.25 each.

A series of very attractively printed and illustrated booklets for children's reading, each one of which is in happy keeping with the present school emphasis on "units" of study. For younger children *Jerry and Janet on the Farm* is a delightful tale interspersed with related songs well suited to the children. Also for younger children are *Come, Let Us Make a Garden* and *Songs of Travel and Transport,* the latter, good also for somewhat older children, taking one from hiking through sailing, skiing with the Swiss, horseback-riding with the Cossacks, going about in a jinrikisha with the Japanese, in a sled with Eskimos, to travel in a street car, a train and in an airplane, with one or more songs for each sort of transportation. For older children are two books about the singers of the Middle Ages, one about *The Troubadours,* and the other about the *Minstrels and Minnesingers.* There is also *The Music of Early Greece* rightly said to be "a sincere effort to give the young student some feeling for, and an understanding of, what was once a

great factor in the life of a great people." Last in the series is *Christmas: Its Music, Origins, and Traditions,* which is the most attractive and revealing little book about Christmas that we know.

All these books have been compiled with excellent taste and with an eagerness and lightness of spirit that make them well suited to any play group of children as well as a school group. Indeed, they are better suited to a group at play than to a group in the common over-regimented sort of school.—*A. D. Zanzig.*

Christmas Carols.

By Hendrik Willem Van Loon and Grace Castagnetta. Simon and Schuster, New York. $2.00.

Hendrik Willem Van Loon, who loves to sing and play Christmas carols, has drawn or painted the delightful illustrations which accompany the twenty favorite carols comprising this attractive book dedicated to Annie Carroll Moore of the New York Public Library. Grace Castagnetta has made the piano arrangements.

Development of a Leisure-Time Program in Small Cities and Towns.

By Ella Gardner. Bureau Publication No. 241. Government Printing Office, Washington, D. C. $.05.

In this thirteen page booklet Miss Gardner outlines the steps involved in initiating a community leisure-time program, suggests briefly standards for playgrounds and other recreational facilities, and offers a bibliography.

Health Ways.

By Philip L. Riley and Harriet V. Fitchpatrick. The Harter Publishing Company, Cleveland, Ohio. $.20.

Here are two books on health prepared for little children. Young children, the authors point out, are not interested in health as such but they are interested in doing things and are very curious about everything new. To direct this natural curiosity and to provide an incentive to activities in ways which will be beneficial to the child, the authors have prepared a series of books illustrating by word and picture simple activities. Book 1—Part 1 is entitled *First Steps to Health.* Book 2—Part 1, *In School,* deals with the life of the child in school. Other books in preparation are *Health Ways at Home* and *A Trip to the Farm.*

Grow Up Emotionally and Have Fun!

By J. George Frederick. The Beaux Arts Press, New York. $2.00.

This book is built on the model of the author's first book, *What Is Your Emotional Age?* which has enlivened thousands of parties and social gatherings for the past few years. Fifty-eight interesting and amusing tests are offered, and in trying them you will learn much about yourself and other people. But the book also contains some serious advice. For example, the chapter entitled "Your Emotional Nature Versus Your Mind" contains some sound advice about the place and importance of the emotions.

Handbook on Social Work Engineering.

By June Purcell Guild and Arthur Alden Guild. Published by Whittet & Shepperson, Richmond, Virginia. $1.50.

This manual is based largely on the authors' experiences in Richmond, Virginia, one of the few cities, according to Allen T. Burns in his introduction, which has contributed more to support its human services each year of the depression than was given previously. In the handbook a study of problems rather than agencies is advocated and its purpose is to suggest a method of measuring with some approximation of accuracy local social work problems and, if need be, increasing public support for social and health work. In a chapter on An Informal Educational and Recreational Program some searching questions are asked regarding the recreation program and the danger is pointed out of establishing a program without a thorough knowledge of problems and needs. The Recreation Council is advocated as a means of promoting a sound program.

The Recreation "Kit"—No. 43.

Cooperative Recreation Service, Delaware, Ohio. $.25.

Three folk plays comprise the contents of the latest issue of the Kit. These plays, produced at the John C. Campbell Folk School, Brasstown, North Carolina, are "The Old Woman and the Peddler," "Get Up and Bar the Door," and "Haste to the Wedding." Permission to produce the plays must be secured in writing from the Folk School and no royalty will be charged if such permission is secured.

Color Miniatures.

Art Education Press, Inc., 424 Madison Avenue, New York.

Recreation workers, teachers, club leaders and all interested in developing in children an appreciation of the best in art will want to know of these full color prints in miniature size. The series includes all representative schools of painting, with modern art works interspersed with those of the old masters. There are now 270 color miniatures measuring approximately 3½ by 4½ inches which may be secured at one cent each. For the complete set there is a special price of $2.60 postpaid.

Just For Fun.

Texts and Tunes by Alice Keith. Paull-Pioneer Music Corporation, New York. $.25.

This little "Play and Sing" book contains simple songs and melodies for little children based on their interests and activities. The illustrations alone make it a fascinating booklet for children.

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A Foreword by the Guest Editor

IT IS an honor to be asked to be guest editor of this edition of RECREATION because it is a garden number, a new departure, in one sense, from the regular issues.

The National Recreation Association has started a survey of garden interests for boys and girls all over this country. It is something that many of us who have been long in the field have cherished as a wish to see done but have been inadequately provided with funds or time to do. So it is first my pleasure to congratulate the organization on the occasion of performing this great service for all the rest of us who are interested and working in this field. I am also personally again honored by having one of my own assistants chosen to make this survey.

It seemed wise and expedient to make an initial report of this work — and what appears in this issue by no means covers the field or is in any sense a summary of the plan originally laid down, but it is a gathering together of certain phases of garden work for boys and girls done under different agencies doing their work according to their favorable or unfavorable conditions. Out of this survey have been left some of those agencies which have contributed generously to garden work both for young people and for grown-ups, the newspapers and the magazines. These are purposely left out of the survey because they do not represent what we call technically the great avenues through which such educational work ordinarily runs.

Now, having completed an explanation of the plan of this survey, I would like to say that out of a wealth of experience in this field of work through all the years since I left college, it still seems to me that the garden, properly used as a laboratory, and not only a laboratory but as a book of wisdom, is one of the greatest factors in education. A quotation from Montaigne's *Education of Children,* which has been quoted many a time, I would quote again here to you. It comes from Persius —

> "The clay is moist and soft; now, now make haste
> And form the pitcher, for the wheel turns fast."

And so this very impressionable clay which we call the young child is helped and molded many times more effectively in his outside and leisure-time interests, perhaps, than through the more routine interests of a classroom. It is for all of us to hold in mind, regardless of the agency, that gardening for children is for one purpose, and one purpose only—education.

ELLEN EDDY SHAW,
Brooklyn Botanic Garden.

Spring Came

Photograph by Dorothy S. Allen

During the night
Spring came—
Quite unexpected
Welcome neglected
Unproclaimed—

The crocuses and the snowdrops knew
The alpines in their rock clefts knew
The robins and the bluebirds knew
The grass adorned with sparkling dew
And scillas decked in royal blue
All knew—

I sensed a rustling in the night
I watched the clouds in eerie flight
Along the moon's parkway of light
I heard the stars in whispers say
One to another in their way
That Spring had come and come to stay—

So in the morning just for fun
I watched a toad blink in the sun
Heigh-Ho
Spring has come—

F. Ellwood Allen.

Children's Garden Work in a Botanic Garden

Courtesy Brooklyn Botanic Garden

By ELLEN EDDY SHAW

CHILDREN'S WORK at the Brooklyn Botanic Garden differs somewhat from what similar work might be under other auspices. The grounds, the greenhouses, and the scientific atmosphere naturally influence the type of work done. One of the factors that makes the work more difficult than work would be under school auspices is the fact that children cannot be called upon at any time or at regular times as they might be if the work were connected with the school or camp or recreational organization.

The regular garden work is done as a leisure-time project. The garden covers three-quarters of an acre and includes a formal garden with shrubbery, roses, and ornamental beds; perennial border; annual border; Shakespeare Garden; individual vegetable plots, and experimental plots for children. All these were definitely planned so that the children's garden should not drop into just a proposition or project of raising vegetables and flowers, but should lead out into wider fields of interest.

The first question often asked is "Where do the children come from?" Hold in mind that this is not a charity organization — that the garden is carried on entirely for education. The children apply, are seen personally, must be recommended, and are taken on their own merits and their interest in the work. The ages are from eight to nineteen and many children stay from eight or nine years until they go to college. Others stay one, two and three seasons according to their interest, their success in their work and other outside conditions that influence the factor of constancy.

All children entering the summer garden must start in the spring, when garden plans, soil and germination experiments, acquaintance with types of seeds, and all the other factors are taken up that enter into an understanding of what you are going to do later in the garden. Each child pays ten cents for his spring instruction and twenty-five or thirty-five cents for the outdoor garden for the season. The garden is open in the summer every morning of the week except Saturday. In the afternoon, crop records are entered, attendance books fixed, extra work is done by the children

It is with a great deal of pleasure that the National Recreation Association presents Miss Ellen Eddy Shaw as guest editor of this issue of *Recreation*. This year Miss Shaw is completing twenty-five years of service with the Brooklyn Botanic Garden where she is Curator of Elementary Instruction. During that time she has spoken before many schools, colleges, women's clubs and community groups of all kinds. Because of the inspiration and practical help which Miss Shaw has given there are communities in all parts of the country which are today fostering successful gardening and nature study programs.

filling seed packets—all sorts of work go on under supervision.

The question of behavior rarely comes up, since the boys and girls are here because of real interest in the work they are doing. An acquaintance with common garden flowers through the annual and perennial borders and formal garden, with shrubs and trees, is expected of each one of them. There is a series of pins and medals which may be won by any and every child if he covers the requirements. In fact, it is a competition with one's self. Through these types of work strides are made by the children in their own personal control, in their contribution to group interests, and responsibility which they take over voluntarily or through suggestion. The summer's opportunities are rich.

In the fall these same children have the opportunity to enter the fall classes which carry out in part the fall operations in the garden and also the opportunities of working in the greenhouse planting bulbs, making cuttings, and carrying out fall nature work. One of our plans to stimulate independence and responsibility is the silver pin work. Each child, after covering a certain amount of ground, chooses his own special topic either independently or from lists of topics posted. He then works by himself or with a partner and his work is checked through conference with the person who has charge of this work. The work sometimes is in the outdoor garden. For example, what are the best tomatoes to raise in Brooklyn? The student tries out different varieties. Or the silver pin topic may be the "Family of Maples," or "Shrubs That Bloom in the Spring." The group of high school and junior high school boys and girls (who represent about one-third of the personnel of the garden) raise all the seedling plants for the outdoor garden—hundreds of young plants. This is done in the children's greenhouses during the spring. Such seedling plants as the tomatoes are raised by the different classes in their class period as a part of their work in preparing for the outdoor garden. Again the primary job of this garden is education along the lines of character building through such stimulating opportunities as any garden may offer.

"Nature study and gardening have a fundamental contribution to make to child health education. Unconsciously the child who has observed the care needed by the growing plant—good soil, regular watering, sunshine, air — begins to develop a sense of appreciation and respect for the health care involved in his own growth and development. School gardens have a great contribution to make as laboratories for health education." — *Louise Strachan,* Director, Child Health Education, National Tuberculosis Association.

Children entering the Brooklyn Botanic Garden to cultivate their garden plots

Courtesy Brooklyn Botanic Garden

"The man who plants his garden, or plays his violin, or swings lustily over the hills, or talks ideas with his friends, is already, even though in small degree, investing life with the qualities that transform it into the delightful and adventurous experience it ought to be."—*H. A. Overstreet* in "A Guide to Civilized Loafing."

School Gardens Yield Invisible Crops

"Vegetables and flowers are by no means the only products of Cleveland's school garden tracts. Of greater importance are the desirable habits and character traits developed, the recreation enjoyed and the knowledge and skills acquired."

By PAUL R. YOUNG
Supervisor of School Gardens
Cleveland Public Schools

MANY PEOPLE know in a vague way that Cleveland has school gardens. How they operate or what they accomplish for the boys and girls who work in them is another matter. Tons of vegetables and bushels of flowers are harvested by these youthful gardeners each season, but the habits, knowledges and skills which the children unconsciously gather with them are the really important crops.

Cleveland has four school garden tracts aggregating about ten acres and providing individual garden plots for some 950 boys and girls, mostly from grades four to eight inclusive. Trained teachers are in charge of each tract and all work is done under their guidance and supervision, so that costly and discouraging mistakes by the children are avoided. Good soil, adequate equipment and modern methods of culture bring successful crops which, needless to say, are a necessary prerequisite to the less tangible but more important returns.

School-year instruction in science and gardening at the schools equipped with the garden tracts begins, in late winter, to point toward the outdoor garden. Pupils are given the opportunity to enroll for a garden plot, the size varying with the grade and capabilities of the children. Beginning gardens for fourth or fifth grade youngsters are about 200 square feet in area, those for sixth graders about 300 square feet and junior high gardens about 400 square feet. To enroll, a pupil obtains parental consent and

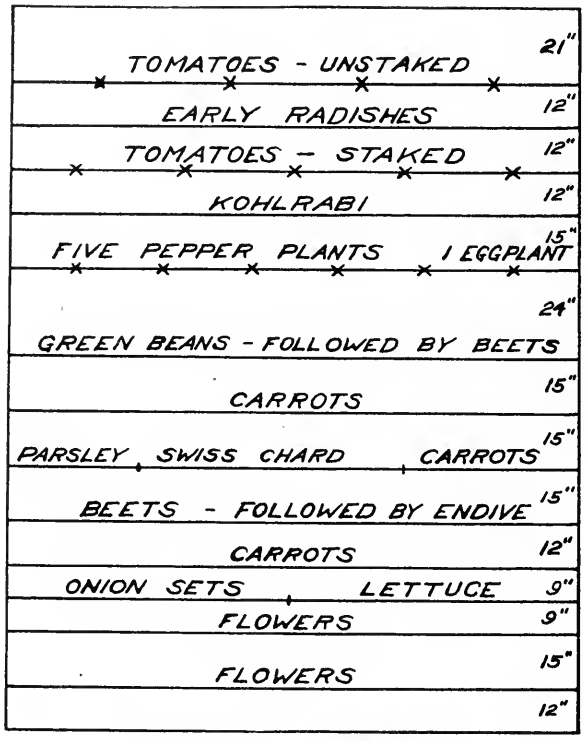
An exhibit of the products of the Henry W. Longfellow garden tract: happy boys and girls and a goodly supply of vegetables!

Courtesy Board of Education, Cleveland, Ohio

pays a fee of from 40 to 75 cents, depending on the garden size. This payment is required chiefly as an evidence of serious intent, and is used to purchase the seeds used and to provide some prizes for outstanding work during the season.

As the garden season comes on, the science classes use the garden as their laboratory. Children not enrolled for a garden are assigned as helpers to those who are registered gardeners. Thus all receive instruction in preparing the soil, planting the seeds and setting plants, and the work of the garden goes forward with the season, during school hours and as a definite part of the school program.

All garden plots of the same size and grade are planted according to the same plan. Typical plans are shown in the accompanying diagrams. Plots are laid out in rows, with two foot paths between. Gardeners enrolled from a particular classroom group are assigned adjacent plots and the work on that group of plots proceeds as a unit. When a certain row is to be planted, a line is stretched in the proper place, extending across all the plots in a given row. After the needed demonstration and instruction each gardener, with his assigned helper, goes to his particular plot and does the actual planting on it. When all have completed the work to the satisfaction of the instructor, the line is moved to the next row and the process repeated. Thus, with a row or two at a class period, the planting of the garden is accomplished.



BEGINNER'S GARDEN
SIZE - 13'X16½'

By the time the school year is over in June the gardens are well under way. Children who are enrolled gardeners continue their work on a regular class schedule maintained throughout the summer vacation. They meet as a class group twice each week. Pupils not enrolled lose their touch with the garden, except as visitors, until school opens in the fall.

Readers who recall the reluctance with which they as children participated in the care of the family garden "back home on the farm," will perhaps marvel at the fact that there is almost no attendance problem with these boys and girls who are growing school gardens. They come at their appointed time week after week with surprising regularity throughout the summer, and with an attitude which indicates that the work has a real "kick" in it for them. Of course there are grading systems and awards of various sorts that help maintain interest and that contribute to the character value of the work for the child.

Each youngster is held individually and personally responsible for the work on his garden plot. He is given no help other than counsel, advice and instruction. Results are up to him. Those results, in the shape of vegetables and flowers, are his reward for effort put in, and nature usually sees to it that the reward is about in proportion to the effort. Records kept by some classes indicate that the cash value of produce will average from six to seven dollars for the small gardens, nine to ten dollars for the medium sized plots, and twelve to fifteen dollars for the large junior high plots. One junior high boy who kept a record of his produce had a total value of $23.14 from his 15′ x 28′ plot.

Woven around these objective results are the subjective values of the gardens to the children who work in them. The school garden tracts in an unusual degree bring under the control and guidance of the teacher those real life situations and experiences which are now generally accepted as the only effective means of character training. The garden is real, not a school imitation. It is a

A row of garden plots at the Benjamin Franklin garden tract. The photograph shows the continuity of the rows across the individual plots as well as the paths separating the plots

project carried on by each child as one of a group, and as such he is subjected to group influences and pressures that provide a socially valuable training.

Character habits and traits inevitably strengthened by the exercise they receive in the garden tract work are patience, industry, carefulness, punctuality, responsibility, consideration for others, honesty, and many others in particular cases. Some of these values grow out of the gardening itself, others out of the fact that it is a group activity. The inevitable response of a garden to careful, patient, painstaking work, and its lack of response to the absence of these factors, is in itself a potent lesson taught by the activity rather than the teacher. The group pressures demanding punctual attendance, conformity to standards of excellence, and observation of property rights, are influences for good of great importance although the children are entirely unconscious of their action. Garden knowledges and skills are within the province of the teacher and his lessons, and a youngster participating in the tract garden work for a year or two cannot help but acquire a goodly store of them that will stand him in good stead throughout life, wherever he goes or whatever he does.

Even more immediate satisfactions accrue from this garden work. A few minutes' observation on one of the tracts during a summer day would convince one that unadulterated enjoyment on the part of the pupil is no small factor in his success. The work is fun, and what happier combination than this is to be found? Parents, too, find comfort in the vacation hours profitably employed by their children, away from the dangers of city streets, in wholesome company and healthful environment.

School and juvenile authorities are convinced of the need of playgrounds for our children, and rightly so. Could they but observe the values in a properly conducted school garden, their vision of what constitutes a playground could hardly stop with the expanse of cinders or

The gardens which are described by Mr. Young are located at the following schools: Benjamin Franklin, Harvey Rice, Henry W. Longfellow and Thomas A. Edison. Visitors are invited to see these centers.

(Continued on page 734)

Learning in a Garden

There is much to learn in a garden, and Camp Fire Girls are making many discoveries.

By C. FRANCES LOOMIS
Editor, Department of Publications
Camp Fire Girls, Inc.

WHEN THE Camp Fire Girls write us the stories of their gardens it is the notes on what they would do differently that are the most poignant. "Next year I'll plant my seeds as early as possible," a fourteen year old girl writes wistfully—"the time of blooming was all too short." How many older and more experienced gardeners echo her resolve! Over-crowding, disappointing color combinations, plants that died in the moving, the eternal battle with insect pests, the vagaries of sun and rain, helpful dads and admiring families, all these we glimpse in the garden diaries which the girls send to National Headquarters. They are experiencing at first hand the ups and downs, the joys and disappointments of the gardener, taking, with trial-and-error, trial-and-success, those first steps on the long flower and fertilizer strewn path from which there is no turning. For who, once having nurtured a garden through its first season, can resist the temptation to try again, to do this quite differently and that much better?

Diaries Tell the Story

But share with us the diary of one of the girls. We wish we could quote it all, but here are enough of the entries to give you the color and drama of Estelle Parker's garden from seed to frost, and incidentally, a glimpse of Estelle too.

May 30. I stood bossing the job to see he didn't dig the wrong thing as my father spaded the little garden spot.

May 31. A few balsams had reseeded so I transplanted them to the spots that suited my fancy. In order that the gaillardia plants may grow better. I separated the plants and replaced them in different parts of the garden.

June 1. It is supposed to be impossible to transplant annual poppies, but I decided to try it. I found that it is possible if you leave enough dirt on the roots and water them frequently.

June 3. In the back of my garden behind the flowers I have a row of vegetables. I planted red kidney beans and radishes. I also planted the newest kind of sweet scented nasturtium.

June 15. The garden needed a little attention so I hoed out the weeds.

June 28. I picked gaillardias for a special birthday bouquet for my little three year old nephew. The petunias that blossomed out today were purple.

July 5. The poppies and more gaillardias began blossoming this morning.

July 12. The beautiful balsam began to show its dainty lavender color today.

July 17. The sun has been so hot for the last few days that I decided to give the plants a drink.

July 19. The next flower that began to blossom was a big double yellow calendula. I also transplanted a few salpiglossis as the moss roses which I planted a few weeks ago didn't come up. The seed was old.

July 25. I hoed the garden and as I have been helping clean the garage I found some fertilizer that the plants would relish. The radishes have been eaten up and in their place I planted lettuce.

August 3. The garden is in full bloom and a most beautiful sight.

August 6. I gave the garden some more artificial rain from the hose.

August 9. The zinnias began to blossom. The first one was quite small.

August 13. The weeds grow exceedingly fast; I had to hoe the garden again today.

August 16. During this whole month the flowers have been in full bloom and a gorgeous sight.

August 21. It rained again today so I was unable to hoe the garden and made a burnt sugar cake instead.

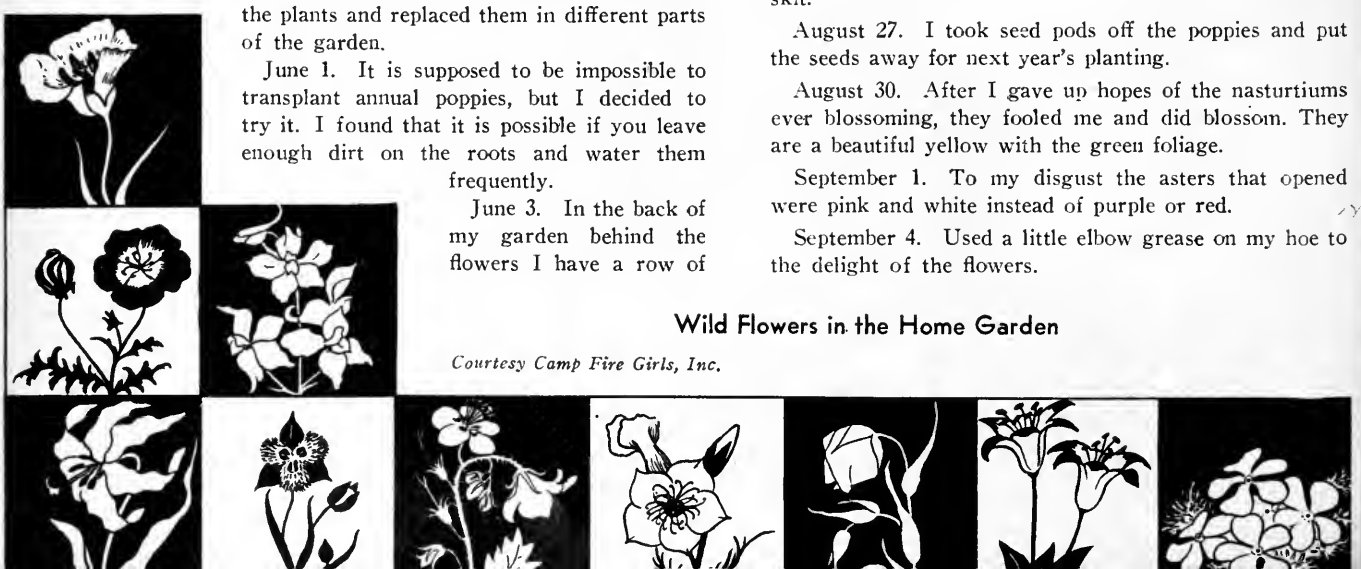
August 23. The family had to admire the big orange-red zinnia blossom. It is five and a half inches in diameter and the largest one in the yard. We call it David Harum as it came from seed obtained from that radio skit.

August 27. I took seed pods off the poppies and put the seeds away for next year's planting.

August 30. After I gave up hopes of the nasturtiums ever blossoming, they fooled me and did blossom. They are a beautiful yellow with the green foliage.

September 1. To my disgust the asters that opened were pink and white instead of purple or red.

September 4. Used a little elbow grease on my hoe to the delight of the flowers.



Wild Flowers in the Home Garden

Courtesy Camp Fire Girls, Inc.

September 12. Next year I hope to put my plants out earlier so that I may have a longer blooming period.

It is not necessary, is it, to point out all that Estelle and hundreds of other girls are learning in their gardens?

Luella Hill is thirteen, and she goes in for gourds. Her diary is illustrated with pen and ink sketches and from sprouting seed to leaves, tendrils, flowers and finally the gourds themselves. These few extracts from Luella's diary give you a picture of her gourds, and of Luella too.

July 15. I tilled the soil and planted the gourd seeds on July 15, 1937. The first plants appeared July 19th, four days after planting.

July 30. Today the gourds showed two distinct joints on most of the plants. At each joint leaves were starting.

August 3. The first tendrils made their appearance. They also originated at the joint formations.

August 7. The tendrils had made amazing growth. They grew two inches then divided into two or three feeler-like tendrils. Some showed indications of curling up. Some of the longest ones measured six inches from the gourd joint to the end.

August 10. Daddy helped me put up a wire fence-like place for these ambitious gourds to climb upon. In less than half an hour some of the gourd tendrils nearest the wire had begun to wind about it.

August 12. Spent some time with the gourds trying to direct their climbing toward the fence. I noted the aphis had arrived and tried to get them off. The twelve-spotted beetle had destroyed a few leaves. I killed some of them. Tiny bud-like formations are appearing from the main vine where joints suggesting blossoms are in the making.

August 13. Well, today I have helpers with my gourd insects. The red lady-bird beetles were numerous and after aphis. I hope they remain. There is a fine spine-like formation of the stems and under leaves on main veins. It is sticky and prickly to the touch. It is the same as found on pumpkin and cucumber vines.

August 18. The first bloom appeared. It had four petals and a cone-like center which had six divisions.

August 21. There were two more blossoms. These had the same center formation but had five petals. All the blooms thus far have had small gourds forming at the base of the blossom and are attached to the main stalk at a joint with a leaf right close at the same joint.

August 22. I have been watching a small yellow gourd formation. Today it was the size of an ordinary marble and the bloom opened this morning. I have green and yellow gourds thus far; later two more blossoms opened. These were smaller and have a different center. This type of blossom does not have gourds forming. The squash blossoms are of two types similar to the gourds. The blossoms are always closed by 11 o'clock.

August 23. Measured the longest gourd vine today and it is 4½ feet long, and the joints are about 3 to 4 inches apart. All the vines are climbing the wire mesh fence and growing as if they liked to reach up. Two blooms with small gourd attached, and five without. Noticed all blooms without gourd formation are low on the vines. When the blooms die they give a twist as if to close and protect the centers from intruders.

September 4. From the time the first blooms appeared there have been a few each day and sometimes quite a large number. The gourds are practically matured now and the vines are beginning to die. The longest vine is about eight feet high. Some of the gourds are pear shaped, others round, while some have a suggestion of a neck. There are all yellow gourds and some with orange stripes, others with white stripes, green with light green stripes, light green with dark stripes, yellow and green, and some light green ones with warts on them.

Mary Alice Snead, too, struggled with aphis, and pays grateful tribute to the ladybug in these amusing verses:

SERVICE

(Dedicated to Ladybugs)

Ladybug, Ladybug, do not fly home
No house is on fire and no children will burn.
There is food by the mass in the wild cherry tree
Awaiting your pleasure, delicious and free.

Ladybug, Ladybug, now you may go.
Your job is done perfectly, all of us know.
Ev'ry aphid is eaten, each leaf clean as new,
And the tree can now thrive again, thanks, ma'am, to you.

Give fools their gold, and knaves their power;
Let Fortune's bubbles rise and fall;
Who sows a field or trains a flower,
Or plants a tree, is more than all.

—Whittier.

Gardening Honors

When we revised the *Book of the Camp Fire Girls* last year we went into a huddle with garden experts throughout the country and came out with fifty "honors" suggestions of activities the girls could do in gardening. These are, of course, in close relation to the honors in Nature Study of which there are 349. We also revised our requirements for rank, suggesting seventeen different ways in which girls might earn their rank as Torch Bearers, Gardening, Nature Lore and Conservation being three of them. It is no mean achievement for a girl in her teens to earn this rank in gardening, as a glance at the requirements will show:

1. Plant and care for a flower garden and keep a garden diary for three months, including cost, diagram of planting, color scheme, dates when flowers were planted, when they bloomed and when they finished blooming, what you did for soil culture and protection from insects, and notes about results and what you would do differently.

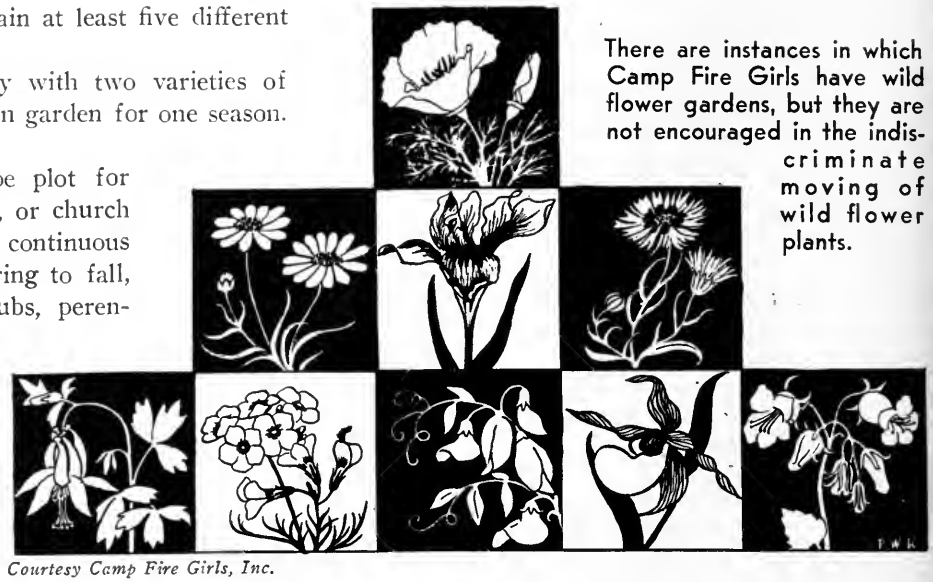
The garden should contain at least five different kinds of plants.

2. Supply your family with two varieties of vegetables from your own garden for one season.

3. Choose one:

A. Design a landscape plot for your home, school, or church grounds, planning continuous blooming from spring to fall, color scheme, shrubs, perennials and annuals.

B. Be responsible for having some unsightly spot in your town cleaned up and improved with flowers, grass, shrubs, or trees; or for having a garden, shrubs, or trees planted at school or on the grounds of some other public building; or for having trees or shrubs planted along a city block; or for having flowers or trees planted along a highway. This means getting people interested enough in the idea so that it is carried out, you to help with the planning and work.



There are instances in which Camp Fire Girls have wild flower gardens, but they are not encouraged in the indiscriminate moving of wild flower plants.

Courtesy Camp Fire Girls, Inc.

4. Demonstrate to a group two types of flower arrangement and tell how to cut garden flowers and care for them for home decoration.

5. Demonstrate to a group how to prepare the soil for potting a plant and pot it. Explain how the same principle applies to preparing garden soil.

6. Demonstrate to a group how to test soil to show whether it is alkaline or acid and name six plants that grow best in each kind of soil.

7. Earn three of the following Nature Honors: 301, 305, 306, 307, 308, 312, 313, 315, 317, 320, 322, 325.

8. Start a garden reference library, which should include a scrapbook or card file of clippings, pictures, and notes; catalogues, pamphlets and bulletins published by the U. S. Government and state authorities, magazines, and other organizations; books if possible.

Many an older person would hesitate to accept the challenge of these requirements, but the teens have zest and courage and a will to finish what they start.

A Conservation Project

Not all of the girls' gardens are made at home. Some decorate school grounds, parks and roadsides. This year the Camp Fire Girls are stressing conservation as a special project and among their many activities is the planting of native trees and shrubs. On the school grounds of Ada, Oklahoma, they are planting redbuds; on the school grounds of Atlanta, Georgia, dogwood. In some places the girls have wild flower gardens, but we do not encourage indiscriminate moving of wild flower plants. They are advised to move plants mainly from land that is being broken up for road making or building, and then only under expert advice. The girls seem to be especially successful with trillium, violets and the hardier ferns. At some of our camps the girls have gardens, wild and otherwise, and the gardens are as varied as the locality of the camps—from the cactus garden at the Long Beach, California camp to the fernery at the New York camp.

There is much to learn in a garden and not all of it is about the ways of flowers. We are glad that so many Camp Fire Girls are starting out on the fine adventure of making gardens of their own.

"To those who are contemplating the making of a garden it will be interesting to know that if their labors do not at first bring satisfactory results they may take consolation from the fact that Washington had similar troubles. He was forever experimenting with flowers and soils, and his diaries and letters describing his gardening and farming operations are often frank to confess that as he has not obtained the results he is in search of, he will have to try again." — From *George Washington: Gardener,* "American Forests."

Children Garden and Grow

By VIERLING KERSEY
Superintendent of Schools
Los Angeles, California

"We recognize the 'Little Garden' movement as being a most important phase of education, and we sense it to be one of the most significant of all recreational activities. May it prosper!"

NOTHING interests growing children, yes, growing people, quite like growing things, plants and animals. Take it as truth that children will most attentively attend a plant or an animal. And they will develop as much real responsibility in this relationship as through any other school assignment.

There is no life situation for a child that cannot tie him to growing things, especially plants. Our Los Angeles City Schools give due recognition to this fundamental idea. What is more, we are doing things.

No activity can better test the validity of the new liberalized curriculum for our public schools than can school gardening. Our schools of today are devoted to the individual child and are dedicated to meet his needs for healthful living, social adjustment, emotional stability, recognition of individual interests and abilities, provision of opportunity for original thinking and planning, and for the orientation of the child intellectually and industrially.

Curriculum content and teaching methods of today will be appraised to determine how well pupils are socialized, how efficiently and cooperatively they apply skills and knowledge in solving real problems and to what extent they become contributing citizens.

The work of the school must directly relate to the child's deep constitutional demands. It must be a vital and absorbing life, definitely concerned with life needs and situations, rather than a program of purely intellectual pursuits designed to meet only professional and cultural needs.

The first few years of a child's life are precious and significant in conditioning patterns of response. At perhaps no later age level is it so important to provide experiences which will stimulate desired outcomes. A program of school gardening provides such rich opportunities. It provides opportunity for out-of-door activity which has point and purpose and which is an important factor in conditioning a child's health pattern.

Through group organization and activity the child is provided with opportunity to work with others and to learn the value of cooperative endeavor. Thus a program for school gardening provides rich opportunity for children to become socially adjusted.

Emotional balance is best secured and maintained through wholesome interests and hobbies. How often the emotionally or nervously afflicted person turns to the great outdoors for quieting comfort and solace!

The school garden program provides opportunity for the pupil to enjoy close communion with the great outdoors, and permits him quite unconsciously to embrace its bigness and relax from the nervous and emotional tension induced by close application to intellectual pursuits.

A program of school gardening enables the child to explore, to seek new interests and abilities and to satisfy the basic urge of working with the soil and plant life which springs from it.

A school garden is a veritable laboratory for a child's introduction into scientific investigation and research. Simple chemistry of soil problems intrigues the childish mind. Plant propagation, budding and grafting challenge his thinking, stimulate his imagination and in the majority of cases induce profitable action.

A school garden is a vital link between home and school. Here ideas are commonly shared, plants and cuttings are exchanged, and suggestions and advice are generously given by the teacher to the child in his home activity. Thus the school garden becomes an integral and vital part of the child's life in his relationship to school, home and community.

School records indicate many cases wherein the civic beautification and planning of entire communities may be traced to the influence of a fine school garden with a fine teacher personality as its director.

Depressions come and go and unfortunately schools, like industry, feel these depression cycles. It is sad to record that during such times some of our most vital school subjects have been termed "extra-curricular" and therefore to be dispensed with in times of stress.

Perhaps it is an ill wind that blows no good, for out of apparent misfortune comes great good fortune. Through the loss of a definite program of gardening activities in many schools during this emergency, it is possible that we have emerged with a program more basic, more substantial and much more productive.

"To grow something out of the soil, to work and tend it with his own hands, to reap a harvest of beauty or a bountiful meal, brings into the heart and life of the little child a consciousness of his reliance upon Mother Earth and a love for the soil which helps to clarify his thinking, to make cleaner and better his living, and to ennoble his soul." — *Willis A. Sutton,* Superintendent of Schools, Atlanta, Georgia.

Since individuals engaged in the profession of teaching are now demanding that each step in the educative process have a definite relationship and contribution to the whole, we are ceasing to think of a school gardening program as a separate department wholly unrelated to other school activities. We are now viewing it as a part of the whole, and our school gardening teacher is finding himself concerned with all gardening work growing out of each grade's activities. He will be equally valuable in guidance and direction to kindergarten and sixth grade pupils. His garden area will no longer exist to make a model or show place, but rather it will be an area wherein the actual needs of the children are met through their own thinking, planning, and industry.

Aesthetic appreciations and cultural development will result through the opportunity of growing beautiful blossoms and arranging them artistically in classrooms and halls.

The school garden will become a center of community activity through the desire of a far-seeing and deep-thinking leader who senses the possibility of serving community needs.

No longer are we thinking in terms of traditional subject matter as the core of our school curriculum. We are endeavoring to give children actual experience in planning, executing and evaluating the activities which relate to their personal living. A school gardening program provides rich opportunity for children to explore a wealth of activities directly related to their personal living. In so doing they may grow in healthful living, in social adjustment and in emotional stability. Children will tap new interests and develop new abilities. They will develop cultural and aesthetic appreciations which make for more colorful and satisfying living.

From a brief supplementary report of school gardens in Los Angeles elementary schools, we learn that there are about 190 elementary schools —nearly two-thirds of the total number—maintaining sizable gardens. These average about 7,000 square feet in size and all but three of them are located on school grounds. Many other schools are cultivating small areas in nooks and corners and along the margins of school grounds.

In the regular elementary schools, at the present time, gardening instruction is given largely by classroom teachers. There are, however, about ten teachers who might be classed as "special" because of their training and the amount of time which they devote to gardening activities.

In most schools having gardens children of several grades participate, and in some most of the grades have gardening. Garden experiences are supplemented by a variety of studies of plants, animals and insects conducted in the classrooms, such as miniature gardens, cactus bowls, potted plants, terraria and aquaria, steads and similar projects. Three garden centers maintained with NY A aid supply much plant material for use inside and outside of schools.

Courtesy Brooklyn Botanic Garden

Gardening with the 4-H Clubs

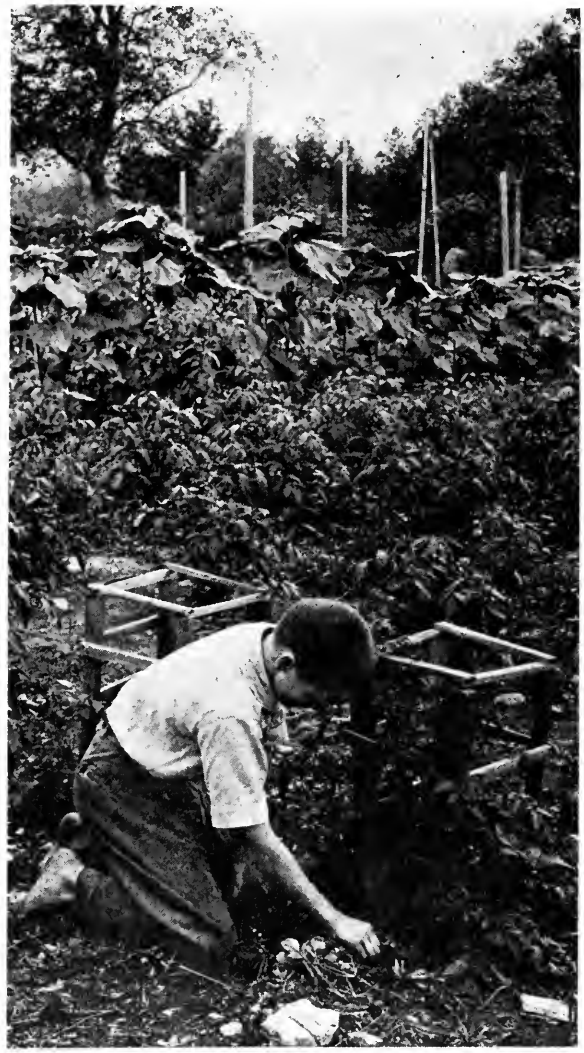
By GERTRUDE L. WARREN
U. S. Department of Agriculture

4-H CLUB WORK is based not only on the needs and interests of 4-H club members, but also on the needs and interests of the agricultural community of which they are a part in accordance with the objectives of the general extension organization under the direction of the State Colleges of Agriculture in cooperation with the U. S. Department of Agriculture. Rural young people in their organized 4-H clubs feel that they have a useful part of the world's work to do, and that in doing it they may grow mentally, socially and spiritually. They also feel that they have a definite responsibility in improving their community and in making it finer in every way.

In all such work, learning to make contacts with outstanding men and women of the community in positions concerned with the public welfare has been emphasized as an important step in learning to serve one's own community effectively. Moreover, reports indicate that young people in such work have been afforded a delightful opportunity to work side by side with their parents and neighbors. They have learned to recognize and to meet local needs under varying circumstances, and thereby have gained valuable experience as young citizens. If enough provision is made for exercise in assuming responsibility, reports indicate, an increasing number of young people are being kept in touch with the best in home and farm life, and are developing thereby a true sense of civic responsibility and genuine leadership in making their community a better place in which to live.

In this connection, the 4-H garden and orchard club work has played a prominent part. During the last year 4-H home garden club members totaled in all more than 200,000—a considerable increase over the preceding year. In addition, over 12,000 were enrolled in the market-garden work. In all, nearly a million bushels of vegetables were produced, much of which were grown in accordance with a garden budget plan for the entire family. Frequently it has been noted that the making of a budget one year has been the cause of planning more carefully a garden and canning the surplus the next year. In a few states 4-H club girls became interested in herb gardens and the use of herbs in their 4-H food preparation work.

An Oxford County, Maine, boy makes tomatoes his chief crop



In the flower-garden work, including the beautification of the home grounds, there was a total enrollment of over 80,000 members. Of particular interest in this connection were the stories of 4-H club girls and boys who took entire charge of their home-yard improvement work and demonstrated in an outstanding way how to improve the soil for planting, select and

And in Walton County, Georgia, the study of flowers proves interesting to 4-H Club girls

transplant native trees and shrubbery, treat walks, drives, or fences, develop mass plantings and screen unsightly buildings. Beautification of roadsides, village greens, and public grounds in general also received much attention by many 4-H clubs.

Although relatively new, of importance in providing ample fruit for the farm family, were the 4-H orchard-club demonstrations under way, in which much care was used in determining the number of fruit trees, bushes and grapes necessary, from the standpoint of the nutritional needs of all members of the family. The orchard plans, once worked out, were conscientiously followed by all 4-H club members enrolled for such demonstrations. According to the last reports, there were nearly 20,000 of these members who produced over 60,000 bushels of fruit. Most of the garden and orchard club work was conducted by 4-H members in relation to the nutritional needs of the family, yet in many instances considerable financial profit was realized.

The 4-H club girls in South Carolina were so deeply interested in gardens and flowers that 500 of them had hot beds made for starting their vegetables and flowering plants and 1,267 of them did some phase of home beautification work.

In old Virginia, Ossie Wade reported having a garden 90 feet wide and 210 feet long which fed three people all season. In addition, a considerable amount was canned or stored for the winter. Ossie's record book shows fertilizer, plowing and other expenses amounting to only $10.75.

In Pennsylvania, 4-H reports show that with such special crops as sweet corn, tomatoes, cantaloupes, cabbage and cucumbers, there were 1,352 members who also kept cost account records.

In many states all club members, both boys and girls, as has been the practice for a number of years, checked their food and health habits and gave special attention to the raising and preparation of those fruits and vegetables found lacking in their diet. In addition, 4-H club members during 1937 canned their garden surplus amounting to several million jars of vegetables. Much attention also has been given by 4-H club members to the proper preparation of fruits and vegetables for exhibit at 4-H Achievement Day meetings and county 4-H fairs, as well as for display purposes in connection with the selling of the surplus on curb markets or at roadside stands.

(Continued on page 734)

Teaching Agriculture in a City High School

The methods by which agricultural courses are conducted in a city high school, and the results secured in twenty-years of experimentation are described in this interesting story

By THOMAS P. DOOLEY
Head of the Agricultural Department
Jamaica Plain High School
Boston, Massachusetts

OUR Vocational Agricultural Department in the Jamaica Plain High School, according to the records of the United States Department of the Interior, is now the largest agricultural department in the state and the second largest department in the United States in a strictly city high school. Our present enrollment is 160 pupils, an increase of 55 per cent since 1931. Large as it is, however, there has been no stampede into this department, and its enrollment is but a modest fraction of the 32,000 high school pupils in our Boston high schools. We have heard about farm boys moving cityward. This department is for boys facing farmward.

The course covers three years, one half of the school day being spent on agriculture, and one half on the best general education the high school has to offer. Instruction is both scientific and practical. The pupils are taken out for actual agricultural observations and practice every week by their instructors.

Boston and its immediate vicinity has led in the development of new varieties of plants such as the Concord grape, the Baldwin and Roxbury russet apples, Bartlett and Clapp's pears, Boston Market celery, Golden Bantam corn, Mary and Martha Washington asparagus and many others too numerous to mention. The Farm and Trades School on Thompson's Island, Boston Harbor, has been teaching Agriculture since 1931 with Boston boys leading in attendance. Private societies have been conducting garden work for forty odd years prior to the organizing of this work.

Resources Near at Hand

Around the fringe of Boston's border line we find poultry, turkey, swine and dairy farms in Needham and Dedham, and market gardens in Arlington and Belmont. Within Boston itself might be listed the great Faneuil Hall market, the flower marts on Tremont Street, the big fruit auction, potato market and milk center located in Charlestown, the Boston Park System, the Arnold Arboretum, the huge estates of Jamaica Plain. In the nearby communities we find flower, vegetable, poultry and fruit stores, ice cream plants and stores, and landscaping around the smaller estates and homes.

The Department has a large bus and a station wagon type of car. In these the pupils are safely and quickly conveyed by their teachers to scenes of professional agricultural activity, such as Esty's market garden in Newton, Cochrane's poultry farm and Whittemore's fruit farm in Canton, the Arnold Arboretum in Jamaica Plain, DeLuca's greenhouses in Dedham, and the dairy manufacturers plants in the immediate vicinity of this school. Thus these pupils "learn by doing" and make valuable seasonal contacts on farms and other centers with men actually engaged in their daily professions of agriculture. When spring arrives these students are released from school, "A" students about May 1st and "B" students on May 15th, if they have satisfactory places of agricultural employment. They carry on their farm practice through the summer under the supervision of their employers and guidance of their agricultural teachers who visit them every two weeks to advise, encourage and instruct them while they are "on the job." They "learn while learning."

To round out their training these pupils visit all the

Out of the happy and successful experiences which 10,000 elementary school children of Boston in the school and home garden projects made possible by the School Committee in cooperation with the Park Department, Women's Municipal League and other local groups, come a number of pupils each year who want to follow agricultural careers. To meet this need the School Committee, since 1918, has been conducting agricultural courses at the Jamaica Plain High School. Each year the enrollment has increased and interest grown.

nearby agricultural fairs, such as Brockton, Topsfield, the Boston poultry show and the spring flower show to exhibit and judge vegetables, poultry, fruit, flowers, cattle and milk. Here they compete with pupils from other agricultural schools of the state, and Boston's city-trained pupils have won many ribbons, medals and cups for state championships in judging vegetables, poultry, cattle, fruit and flowers. Three to four hundred of these prizes are given out at the annual spring agricultural assembly each year.

Mr. Dooley pays tribute to the work of his five fellow agricultural teachers at the Jamaica Plain High School, all trained specialists in agriculture and education, who are untiring in their efforts to maintain the highest possible standards in the agricultural courses, to the head master of the school, to interested city, state and national officials and to the Agricultural Advisory Committee whose advice and cooperation have contributed to so great a degree to the success of the project.

At the recent Topsfield Fair, the flower and cattle judging teams won first places and the fruit team third place honors—a fairly good accomplishment for city boys competing against farm lads from the more rural agricultural schools! The flower judging and plant identification teams from this school have won first team honors for four years at the annual spring flower show held in Boston under the auspices of the Massachusetts Horticultural Society. The exhibits of typical city landscape problems vs. a "city back yard garden," "penthouse garden," "window garden," have been awarded the Society's silver medal for six years. This school has been called a "prize winning outfit." Prize winning teams, like winning athletic teams, are merely incidental parts of education used to motivate better classroom work, teach pupils to attend fairs, to learn good plant varieties and touch elbows and meet the pupils from other schools in good natured rivalry.

The Massachusetts Horticultural Society and similar organizations are now cooperating with our school in building up a very healthy cooperative relationship by developing judging contests and sponsoring exhibits of typical civic improvements. Annually this society employs from twenty-five to fifty of our pupils as guides and assistant horticultural judges at their spring flower show. On an average, four hundred pupils from the school pay a small admission fee each year to see these beautiful shows.

Summer Work

Of the total of 160 pupils in the courses, 95 per cent were engaged in successful practice during the past summer in spite of employment difficulties and discouragements which face city pupils working on farms and estates throughout Massachusetts.

Twelve out of sixteen seniors who had completed our three-year course carried on, although summer practice for them is not compulsory. Graduates of this course are now living throughout the New England states, managing farms and market gardens, conducting flower stores, serving as chemists in dairy plants, teaching agriculture, and working as agricultural scientists, agricultural radio announcers, landscape gardeners, poultrymen, foresters, fruit growers, greenhouse workers, nurserymen, greenskeepers, golf course managers and estate managers.

Agricultural employers are now asking for the services of our pupils during their busy seasonal periods, during the summer and after graduation. These employers invariably are very enthusiastic about these city school trained pupils.

The Process of Selection

Last spring the pupils were allowed to leave school for summer agricultural practice from May first on, depending on their scholastic grades. A very marked reaction came from employers, pupils and teachers; still greater results will be attained as this device is further worked out.

A very notable piece of pioneer work which has attracted wide attention is the device for finding the right type of students for these courses. Candidates are urged, at the spring meeting in the high school for enrolling, to work during the coming summer on farms, estates and home gardens under the supervision of the agricultural teachers, as a means of proving their interest and their aptitude for agricultural careers. Each year approximately forty per cent of the candidates find by such actual working experience that this type of education is not to their liking and do not return in September. Thus the School Committee saves much money, teachers are able to concentrate on pupils with a sound background, and the pupils are helped to find themselves.

Sharing in Community Activities

During the latter part of May 1935, our Department cooperated with the Boston Welfare

Department in making a survey of all available plots of land in Boston which might be used as sustenance gardens during the summer. About fifty pupils surveyed, drew plans and described these plots. Again this department has cooperated with local churches, schools and other groups in planning and carrying through civic improvements.

Our department, although it is now limited to 180 pupils, is equipped to extend training in agricultural education to an increasing proportion of our population and is desirous of doing so. Yearly it is finding new outlets for the better training of its students and for helping the citizens of Boston in civic development problems along both agricultural and horticultural lines.

Ours is not a "dead end" course. Graduates may attend the Stockbridge School of Agriculture at Amherst for a year or may enter the four-year courses at the Massachusetts State College at Amherst, and many have done so. Five graduates of this department did post-graduate work and received degrees of Doctor of Philosophy from Harvard University. They are now holding responsible agricultural and biological positions in various parts of the United States. Over thirty trainees carried on with college or additional study to fit them for higher positions. This vocational course has never been a barrier to higher education; experience indicates that it has been the means of inspiring many boys to heights they would otherwise not have attempted.

Our twenty years' experience in conducting courses and the concrete results secured in the establishment of scores of our graduates in agricultural pursuits, have led us to believe that our Boston School Committee has been justified in establishing and fostering these agricultural courses.

"The general trend of many phases of both general and special education is to carry most pupils away from a complete consideration of their nature environment. Life in the congested parts of our cities permits no appreciation of the plant and animal life of the fields and forests. The movies, the struggle of parents to earn at least a fair living, the desire of young people to prepare to earn money, the occasional dislike of school and other factors seem to make many children indifferent to the natural environment of their suburban homes." —*Marvin M. Brooks,* Director, Nature Study and School Gardens, New York City Schools.

This exhibit, arranged by a group of Jamaica Plain High School boys and displayed at the annual spring flower show of the Massachusetts Horticultural Society, in 1934, represented a miniature suburban estate

Helping Children's Gardens Grow

Since its inception in 1893, the National Plant, Flower and Fruit Guild has encouraged the making of gardens by children and the formation of garden clubs for boys and girls. This it has accomplished through its various branches and clubs.

By IDA WHITE PARKER
Executive Secretary

THE OUTSTANDING example of the work of the garden program of the the National Plant, Flower and Fruit Guild is that of the New York City branch, whose president is Mrs. James Roosevelt, which maintains the children's gardens on Avenue A on a plot of ground comprising three city blocks, from 64th to 67th Streets, loaned to it for this purpose by the Rockefeller Foundation. These gardens were organized in 1911. The first year saw the enrollment of sixty-four little gardeners from among the children of the neighborhood. Later a plan was worked out whereby a little plot was given to each child in a group of boys and girls convalescing from cardiac diseases and tuberculosis. This proved most beneficial. Mr. F. Stanley Howe of the Rockefeller Institute, in an article about the gardens which appeared a few years ago in the *Homoletic Review,* said: "When an epidemic swept over the city in 1916 and public playgrounds in the district were closed as a precaution against its further spread, these gardens were kept open, and a careful check by the garden director after the epidemic had passed showed that not one of her little gardeners had been afflicted."

An important phase of these gardens is the educational value they have for each child. Under the supervision of Miss Henrietta Munckwitz, the garden director, the children are taught the planting and cultivating of their flowers and vegetables, and with this individual work lessons are also given, by observation, on the growing of various plants and medicinal herbs, and instruction is given regarding their use and their value to man.

The little garden plots measure about 5′ x 10′, and there are so many children applying for garden space that sometimes several are assigned to one plot. More than 2,000 children enjoy the privilege of working in these gardens. The Guild frequently speaks of them as its "League of Nations" since seventeen different nationalities have been represented in a single season.

Planting Day, when the gardens are opened each spring, usually in May, is a gala occasion. There is a flag raising, talks are given, and ice cream is served. On Harvest Day, in the fall, when an exhibition is held showing the best products of the gardens, there are again refreshments and prizes are awarded. The gardens are then "put to bed" for their long winter nap until the spring returns.

In Other Cities

The branch of the Guild at New Canaan, Connecticut has since 1923 maintained extensive gardens. The report for 1936-37 showed an enrollment of 240 children who, under the direction of Miss Katherine O'Brien, supervisor of the gardens, were taught how best to raise vegetables and flowers for home consumption and for sale. Picnics and a Field Day always formed part of the summer's activities, and a real festival is held on Achievement Day when an exhibition of vegetables and flowers grown by the children takes place. This usually brings a large crowd of interested parents and friends to see the awarding of the certificates of merit of which nearly 100 were distributed last year. The coveted award of attendance at the short course at Storr's Agricultural College was won by three girls and one boy.

In 1926 the Brooklyn branch of the Guild established a garden for the children in the Home for Consumptives. Through the cooperation of the Brooklyn Botanic Garden seeds were distributed and the planting supervised. Vegetables were grown as well as flowers, and after harvest the fresh vegetables were eaten by the children while the flowers

(Continued on page 736)

All my hurts
My garden spade can heal. A woodland walk,
A quest of river-grapes, a mocking thrush,
A wild rose or rock-loving columbine,
Salve my worst wounds.
—*Emerson.*

Courtesy Jamaica Plain High School

The Development of School Gardening in Boston

By FREDERICK R. SULLIVAN, A.B., M.B.A.
Chairman, Boston School Committee, 1936-1937

BOSTON, which has ever been a pioneer in education, may well claim credit for leadership in the school garden movement in America. It was in our city, which founded the first public school in America (The Boston Latin School), the first high school (English High School), the first girls' high school and the first commercial course, that the first school garden in America was fostered.

In 1890 the Massachusetts Horticultural Society took the initial step toward introducing gardening into the school program by sending Henry Lincoln Clapp, Master of the George Putnam School, to Europe for a survey of school gardens then operating on the Continent. On his return he organized and conducted a garden upon the grounds of his Roxbury school. His early efforts became a model for other schools to follow.

As the pioneer work of Mr. Clapp received appreciation in Boston, other public-spirited groups took up the task of making this educational and avocational opportunity available to greater numbers of young men and young women. The Twentieth Century Club, the Ruggles Street Neighborhood House, the South End Industrial School and the Women's Municipal League made possible a fine start in children's gardening. The Boston School Committee gave its first financial contribution to gardening when, in 1901, it appropriated money for a large garden at the Boston Normal School.

The school garden movement stands as a memorial to city planning, for in the early nineties some old tenements were razed to furnish the necessary land for the gardens conducted by school children near the Hancock School in the Old North End, then one of the most congested sections of the city.

Of great value in the early success of school gardens was the enthusiastic espousal and support of the cause by the Massachusetts Horticultural Society. From the very start, donations of plants and seeds to the children, encouragement of perfection in culture through the offering of awards, and annual exhibitions provided stimulation to these gardening efforts.

The World War and the sharply rising cost of food gave great impetus to the school gardening movement. The boys and girls of Boston responded patriotically to the call for production, and in one year during the crisis 10,000 home gardens were supervised by our teachers and 5,000 young workers conducted gardens on vacant lots, school lawns and even on historic Boston Common. In that period the School Committee and the Park Department cooperated to conduct what is probably the largest school garden project ever

established in this country. Twenty-six acres of our Franklin Park were plowed and staked off into individual gardens. Pupils from sixteen schools in the neighborhood successfully grew crops, and 3,500 young people participated in the work. During the first year Thomas P. Dooley, now head of the Agricultural Department of the Jamaica Plain High School, and John L. Mayer, sub-master of the Dearborn School, were in charge.

As a result of the valuable lessons derived from the war gardens enterprise, the Boston School Committee established a permanent staff to supervise this activity. Previous to 1917 we had carried along the program under the supervision of the individual school masters, and until 1918 gardening activities were coordinated by a temporary director. In that year Daniel W. O'Brien was appointed permanent Assistant Director of the Department of Manual Arts in charge of school gardening.

The Present Garden Program

The Boston school gardening program is now conducted under the supervision of a permanent staff of employees and maintained by an annual appropriation of the School Committee. In addition, credit and thanks must be given to the agencies and Associations outside the School Department for their great assistance in many ways. Through their cooperation the youngsters of Boston have an opportunity to learn of living, growing things by actual contact with them.

At the present time Boston has seventeen school garden plots in which hundreds of children work and study. Some of these garden plots are worthy of special note. In the Mattapan section of Boston an institution known as the Prendergast Preventorium, which is supported by private charities and by the proceeds of the sale of Christmas seals under the direction of the Boston Tuberculosis Association, offers a splendid chance for beneficial work in gardens. This health protection camp, devoted to assisting undernourished and potentially tubercular children is, in a sense, a part of our Boston School system, since it is included in one of the Boston School districts and Boston teachers are assigned to give instruction to those children confined there. Here a school garden plot offers opportunity to develop the health and strength of children threatened by dread disease.

The Norfolk House of Roxbury has for many years been actively cooperating with the Boston Public Schools in the management of two gardens within the neighborhood served by this institution. Such an arrangement is very helpful to us, for we can rely upon experienced workers in social service to make contacts with the children within the section who are most interested and most likely to benefit from the work and play of the school garden.

Still another phase of our program is the gardening and recreation project in which our School Department cooperates with the Women's Municipal League and the Park Commission in furnishing out-of-door opportunities to the children of the North, South and West End sections of the city. In the heart of a fine market garden district in the city of Woburn, Boston owns a large farm. Once the estate of Mrs. Mary Cummings, it was devised by her to be used as a pleasure ground for the people of Boston. Our public schools have cooperated in the proper utilization of this land by furnishing instructors, seeds and equipment for four hundred children who are transported to the estate by busses on three days of each week during the summer. As supervisor of this project, Mr. Dennis M. Crowley of the Jamaica Plain High School has developed an elaborate program that includes games, nature walks and a productive program of gathering profit from the children's work.

The Women's Municipal League has, with our cooperation, furnished the opportunity to children of our crowded districts to be away from the heat of the city and out in the green fields. A graduate student at Harvard, Dr. Oswald Tippo, now instructor of Botany at the University of Illinois, has directed the nature training of these youngsters, and few children have ever known such an enthusiastic and inspiring helper in the nature search. All products harvested in the gardens are taken home by the children who grew them. While the amount of vegetables grown by any one youngster is necessarily small, yet it is conceivable that on some of Boston's dinner tables they are a worthwhile addition to the meal.

As an example of the value of the help received from the Women's Municipal League it is interesting to know that in 1937 this body supplied children's lunches for 5,040 days of pupil attendance.

Home Gardening

From the war gardening days has come a valuable contribution to my present gardening pro-

gram in the realization of the importance of the school plot in stimulating the improvement of home gardens. Supervision of home gardening for school children has been a practice through the years, and at the present time there are over six thousand children carrying on this profitable and healthful activity each summer. Many a back yard which has been an eyesore has been converted into a beautiful spot, and many an attractively landscaped home in Boston is the direct result of early inspiration gained in the school gardens of our city. That this love for horticultural attraction is actively showing itself in Boston was proved last March when 5,000 Boston children paid twenty-five cents each to visit and admire the spring flower show of the Massachusetts Horticultural Society at Mechanics Building.

During the spring of 1937, former Mayor Frederick W. Mansfield initiated a campaign designed to awaken in the citizens of Boston a desire to clean the city streets and to beautify lawns as part of the project. His campaign was well received by the children in the schools, who reported, as a result, the cleaning of 60,000 yards, the planting of 7,000 shrubs and 4,000 trees, the grassing of 11,500 lawns, the creation of 50,000 gardens and the pruning of 16,000 trees and shrubs.

Living Materials for Class Study

To keep alive appreciation for the wonders of nature during the inactive months and to help in the teaching of biology through living materials, the School Garden Department supplies to science teachers in our various districts potted plants and other materials for class study. These plants are grown in our greenhouse, and during the past year over 3,000 pans of tulips, hyacinths, and narcissi were used in science and art classes in the Boston Public Schools. This service to the teachers of science and art is in addition to the use which they make of the plants growing upon the school plot. Wherever it is feasible to do so, our department establishes the school garden upon the school grounds so that teachers may utilize garden plants in their class work.

Garden clubs in the school furnish an outlet for our youngsters who like to carry on their gardening, as all good horticulturists do, even outside the official season. Regular subject teachers find that the club helps to motivate pupils in their class work and has a stimulating effect upon success in their studies.

A gardener at the Woburn Garden on the Cummings Estate at Woburn, to which the children, in groups of a hundred, are transported in busses through the cooperation of the Women's Municipal League which is playing an important part in the development of the garden program. The League is also supplying milk and crackers to supplement lunches brought by the children from their homes.

Courtesy Women's Municipal League

In some of our schools annual local exhibitions and flower shows are held. Miss Mary Shea, a teacher who is intensely interested in horticulture, guides the children of the Longfellow School, Roslindale, in conducting an annual flower and vegetable show that has become the community's pride.

Exhibitions and Medals

Another splendid feature of the school garden program in Boston, and one for which we of the School Committee are grateful to the Massachusetts Horticultural Society, is the

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Children's Gardens as a Community Project

Cooperation provided the answer to one community's organization problems when children's gardens were being initiated

By MILDRED DAVEY
Guidance Director
Board of Education
Hastings-on-Hudson, N. Y.

FOR AT LEAST two years attempts had been made to organize a junior garden club in Hastings-on-Hudson, either under the sponsorship of the Garden Section of the Woman's Club, or of the Recreation Division, or jointly. The first season we tried to organize a club for juniors we were unsuccessful because we waited until midsummer and by that time the children were scattered and had other interests. We also found that because of limited leadership it was difficult to organize garden clubs on the playground.

The present club of thirty members came into being somewhat accidentally. Early in May 1937, the guidance counselor of the junior high school assigned a seventh grade classroom project as part of the junior high school health and guidance program. The children were asked to plant some kind of garden at home, either a window box, flower or vegetable garden or just a pot of flowers. The objective was to stimulate interest in outdoor activities which might improve health and prove an enjoyable use of leisure time. About that time the Garden Section of the Woman's Club again decided to sponsor a junior club and asked the cooperation of the school. The chairman of the committee and the guidance counselor saw the possibilities of using the project already under way. With this classroom group as a nucleus the Junior Gardeners Club was organized in June as an extra-curricular activity in the junior high school. In order to encourage the children and show them what can be accomplished we took the club members to visit the beautiful gardens on the estate of Samuel Untermeyer in Yonkers, New York early in June.

A committee was appointed from members of the Garden Section of the Woman's Club and the Hastings Garden Club which was called the Junior Gardeners Council. This committee asked other members of both clubs and interested citizens to serve as inspectors of the children's gardens during the summer. One of the inspectors was a member of the Board of Education, whose hobby was gardening. Another was a mother of the president of the junior club. These inspectors worked faithfully all summer visiting the gardens at least twice a month and keeping records, and were especially helpful in giving suggestions and advice to the young gardeners. Awards were made in September after school opened on the basis of the respective ratings. Entries included window boxes, large flower and vegetable gardens, front door gardens and potted plants. Children from all sections of the village shared in the experience. Prizes and ribbons were awarded to about fifteen of the contestants, not all of whom were club members.

The Recreation Division obtained the services of the nature specialist of the Westchester County Recreation Commission to meet club members several times during the summer in order to keep interest from lagging. Such activities as the making of leaf spatter prints were conducted on the playgrounds. Hikes to nearby woods for wild flower study were arranged.

Announcement of the club and the type of activities it would sponsor appeared in the junior-senior high school students' handbook in September 1937. This made the children aware of the fact that their club was sponsored by the general organization of the high school and was recognized as a regular school activity. When the first club meeting was called we were amazed to find that about thirty of the children wanted to continue as a club group. The fall activities were planned to include an all day trip in the school bus to the Bedford nature trails in October. The day was spent exploring the nature trails in the Poundridge Reservation in north-

"I feel that gardening is very valuable to any child and that the work is bound to be of great help." — *Eleanor Roosevelt.*

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Garden Clubs as an Educational Factor in North Carolina Public Schools

By JUANITA MCDOUGALD MELCHIOR

> "I should wish all my children to be sensitive to all those aspects of earth and sky that can move the soul with loveliness and sublimity. . . . Certainly I should like them to be at home with Nature's infinite variety; to love not merely her verdure and blossoming but her mystic mists and yellow decay. . . . I think I should have a course in Nature running pleasantly through my children's years."—*Will Durant.*

THOUGH leaders in vocational education and agricultural extension work had promoted gardening for certain age groups in rural North Carolina, it was only when unemployment and starvation began to show their menacing faces in the late twenties that school and home gardens received their real impetus. It was then that the Governor of North Carolina initiated a Live-at-Home program through the cooperation of various state agencies. A special bulletin for schools was issued by the State Department of Public Instruction emphasizing the educational procedures and cultural values as well as the practical benefits to be realized from the maintenance of gardens yielding the year round.

This subject proved to be a vital instructional device in that it afforded a natural life experience as an outlet for human urge to do real things—to be curious about growing plants, insects and animals, to plan and to experience the satisfaction of concrete achievement as the reward of effort.

The effort made during the depression to meet as far as possible the needs of growing boys and girls at the various levels of the eleven year period emerged into a concerted move toward revamping the public school curriculum under the leadership of the State Superintendent of Public Instruction, the late Arch T. Allen. Laymen and lay organizations were invited to make suggestions about the kind of education they wanted for their children and for the North Carolina of the future.

Mrs. Melchior, formerly Associate, Division of Instructional Service, North Carolina State Department of Public Instruction, is a member of the Advisory Board of the Junior Garden Clubs of America.

Gardening Enters the School Curriculum

Among others who responded was the State Federation of Garden Clubs. This organization requested a state-wide school campaign for the beautification of homes and schools along highways, and incidentally the organization of the junior garden club which would reach all ages and groups among school children. This request was favorably received and it was the writer's happy privilege to represent the department in promoting this object, being more particularly responsible at that time for the fields of science in the elementary schools, and health, physical education, art and citizenship, including geography, for the eleven year program.

In the record of experimental curriculum experiences contributed through teachers' reports gathered from all over the state, gardening was listed as a satisfactory educational activity and was therefore included in the final bulletin report for continued use as an activity. A bulletin on how to organize and promote junior garden work was prepared. Each adult garden club was requested to appoint a member as a junior garden club sponsor to work with the teachers in the local school. More recently an additional source of cooperation came with the appointment of a state junior club sponsor.

Plans were inaugurated for the state-wide contest on school and roadside beautification to be held under the joint auspices of the State Federation which furnished awards and judges, the

Courtesy Miss Louise Busbee, Raleigh, No. Car.

State Department of Public Instruction which drew up rules and regulations, the score card and helpful aids, and the Commission of Highways and Prisons which contributed the cost of printing and distribution. Scoring emphasized the degree of improvement in individual cases instead of comparative results among groups and individuals.

Use of Community Resources in Garden Education

Guidance in gardening should be of two kinds at least — that based on practical experience and technical knowledge, and that based on a knowledge of educational and scientific principles. This is a rare combination and it was not surprising to find teachers more often than not deficient in both. Fortunately our teachers were equipped with initiative and resourcefulness. They used farm agents, nearby florists and local garden club members. An effort was made to modify in-service teaching training in nature study and science, using the local environment as a laboratory, the work to take on the aspects of excursion, observation and experimentation.

A "drop in the bucket" was added when the State Federation devoted a session of its annual spring garden institute to the junior gardener. Ellen Eddy Shaw, Director of Elementary Education of the Brooklyn Botanic Gardens, in her inspiring and original manner, demonstrated with the juniors some basic gardening principles. For the most part the juniors present financed their own way, including transportation, board and registration fee.

Some Ways of Promoting Junior Garden Work

The public must be led to recognize and understand the educational and social values of junior gardening. Gardening is one of the happy solutions to the educator's need, for it is a human activity with practically universal appeal. Properly pursued, it makes contributions to all of the accepted cardinal aims of education through the soundest procedure — the integrating factor of purposeful working together, talking together, reading together and playing together. It interests children in their environment; it offers an experimental background for geography and science reading and it affords a genuine bond between home and school, a link between the present and the future, real carry-over values for leisure hours.

A few illustrations will demonstrate these values. Note the growth of civic consciousness in these excerpts from children as found in their comments, letters* and diaries,† or case studies.

"Our boys feed the birds now instead of killing them. Our garden beautifies the school grounds." —From a *Junior High School.*

"The junior garden club helps us to see the beauties of nature and enjoy them."—From a *Junior High School.*

"The PTA helps us and everybody seems proud of our junior garden club."

Or the planning and working to share shown in these:

"When our coleus slips have fine long roots we shall plant them in soil. We shall cut more slips. Each one of us hopes to give a fine little plant to our mother."—From a third grade.

"On December first we carried home our coleus plants to our mothers. My mother liked hers. She said, 'I shall plant it in my porch box.' "—From a second grader.

A group of second graders made a collection of pictures and specimens which they put into a book for permanent use as a reference. This resulted in their learning to identify, read and spell

* The Fletcher Junior Garden Club, Mrs. D. D. Norton, Teacher Sponsor.
† The Lilesville Junior Garden Club, Mrs. Ben Wall, Teacher Sponsor.

the names of a large number of the flowers common to the neighborhood as well as many not known there.

A group in the mountains gathered the rarer flowers such as hepatica and lady's slipper and made a wild flower garden.

A new school building located in a narrow mountain valley had rested under the shade of an overhanging mountainside, the bare clay walls of which had been left as a result of excavation preliminary to its construction. Under the leadership of the principal and teachers, each classroom selected a section for beautification that finally evolved into an interesting rock garden. Children voluntarily brought stones from a nearby creek, dug rhododendron and laurel for resetting, and contributed shrubs, bulbs, and seeds from home gardens.

Or the growing appreciations, broadening concepts and definite information expressed in these:

"Charles and Dewey went to the woods for some rich black soil. We shall plant our tomato seeds soon. This soil will not give our plants the wilt. Wilt is a disease that kills tomato vines."

"Today we learned the geranium, fern, sultana, begonia, and cactus. All are growing in our indoor garden. We took off the top soil and added rich new soil."

Moreover gardening furnishes numerous and diverse real life situations for using educational tools and skills, for thinking and planning that is centered about genuine problems:

"The plants seemed to need food, so we removed the soil and added fresh wood mold."

"Today we wrote for our garden books. The best letter was mailed."

"We have read the books the children bought with their tomato money last spring."

"We will exchange shrubs and test seeds."

"Sometimes I crave another life to prolong the learning I've only begun."—From a teacher.

"The blue hyacinths that Richard Dawkins brought last fall have three lovely blossoms now."—From a third grader.

Witness these uses of the available resources to satisfy the awakening sensitiveness to beauty:

"We had no money to buy our flower pots. Walter found many little milk cans. He and William made nail holes in the bottom. Then each one of us painted a can green. Three dozen tiny cans looked neat and pretty on our window sill."—From a third grader.

Or the opportunity for meeting individual differences revealed in these concrete instances of satisfactions found in gardening:

"Charles and Dewey made two long boxes for our tomato seeds."—From the January account of the garden plans.

"We have just finished a wood chart with sixty different kinds of wood found in our community."

"Our entire community is interested and willing to help our club."

A boy of twelve, at the sixth year level, developed a book of designs on which he worked independently for the entire duration of the summer vacation. From a book of irregular drawings of homes with an indiscriminate planting, the book evolved into a series of scaled drawings, neatly done, carefully selected, and labeled with the botanical as well as common name of a wide variety of shrubs.

Lessons Learned

One teacher,* in evaluating the results of her work with the junior garden club, made the following summary:

> Increased interest in the work of Luther Burbank and in creative work in gardening.
>
> Appreciation of happiness through varied associations.

* Miss Helen McLaughlin, Teacher Sponsor, Clinton Junior Garden Club.

Courtesy Miss Louise Busbee, Raleigh, No. Car.

Realization that library facilities as a source of practical information on gardening are invaluable.

Enjoyment of the new accomplishment and an increased interest in the fact that they were citizens of Clinton and that there was need for them to care for their gardens at home and at school.

More notice of designs in girls' dresses and wall paper.

More comments on roadside beauty and other beauty commonplaces.

Better standards of what constitutes tastes, harmony, beauty in texture, form, color and adaptation.

Increasing interest in the dictionary.

Certain information became a part of the pupils' fund of knowledge through their gardening experiences. They learned primary and binary colors and a number of pictures such as Millet's "Gleaners," "The Angelus," "The Sower," and the "Song of the Lark"; Corot's "Spring" and Hitchcock's "Flower Girl in Holland." They became more adept in expressing their thoughts, in writing more rapidly and legibly, in pronouncing and spelling names of common flowers, and such words as petals, sepals, stamens, corolla, and humus. They discovered there were many ways or styles to have a garden and that plant growth was due to germination which depended upon moisture, temperature, good soil and cultivation. Further, the pupils became familiar with the following rules of planting: to handle plants carefully to avoid injury; to transplant them as quickly as possible and in the evening or before a rain; to place plants firmly so that roots may take a secure hold; to shade them to prevent withering, and to use enough water and to cover with dry soil.

Through the gardening program the children were aided in their development of skills in certain curricular subjects. They developed a natural background in arithmetic through measuring and drawing the garden plot, in finding the cost of lumber and fertilizer, in budgeting garden expenses, in keeping daily records of expenses and incomes of garden, in recording the time seeds were planted and harvested, in measuring the height of the various plants in the garden, and in buying paint, brushes, seeds, vases and watering pots. There was freer participation in language activities resulting in better oral and written reports, invitations, poetry interpretation, conversation, with better and wider choice of words and clearer pronunciation.

The children came to recognize such musical compositions as Nevin's "Narcissus," MacDowell's "To a Wild Rose," and Mendelssohn's "Spring Song," and they gained greater ability in selecting and singing appropriate and melodious songs.

And finally, as a result of working together, the pupils learned many gracious ways of living happily with one another without friction.

Teachers and Educators Must Help

It is of fundamental importance that those immediately concerned with the educational program should interpret properly gardening activities. There should be a new point of view entertained by parent and teacher alike in the recognition of these values and the necessity for a school schedule or daily schedule which allows time for the activity, space in which to carry it out, and materials and equipment with which to work. The Ellerbe and Lilesville clubs planted seeds which they sold, using the proceeds to buy a radio and books. This is an educative experience which constitutes a part of America's social insurance for tomorrow.

The subject of gardening in its full scope should be enthusiastically and intelligently presented to the school personnel in their professional meetings so that educational implications will be understood. Club women must be willing to contribute of their own influence, time and effort to establish a program that will have a far-reaching effect on the fibre of the nation.

"Lucky are those people, young or old, who know how much beauty and spiritual awareness can be gathered unto their souls from the great outdoors. To know how amazing are all other forms of life is to know more implicitly the divinity of the whole; to know more completely what to bring to our own lives. And fortunate indeed are those who have been guided in youth toward this appreciation. Today, just as truly as in the mellow reflections of Omar Khayyam, long ago, mankind has been granted a spiritual heritage—a strange deep beauty and peace—a nearness to God—out under 'that inverted bowl we call the sky.'" *J. Otis Swift* in *The National Parent-Teacher Magazine.*

The Garden Center Institute of Buffalo

"Organized to serve as a clearing house for garden information, to coordinate the activities of conservation, gardening and horticultural groups, and to provide all gardeners with a source of information reliable and easily obtained, the Garden Center Institute of Buffalo is to the amateur gardener what the Horticultural School is to the professional."

By MARJORIE WELLINGTON
Director

"WHAT PLANTS can I use to retain a steep bank where the soil erodes badly?" "My garden soil has a greenish surface. What causes this? Is it harmful to my plants? What treatment will prevent it?" "Is it possible to grow both flowers and vegetables in a plot fifty by eighty feet so that my lawn will be an inviting spot in the summer and produce, at the same time, enough vegetables for the table and cut flowers for the house?" These are typical of the questions brought to the garden center daily by amateur gardeners who find a few hours of gardening a healthful and enjoyable hobby. By answering them quickly and accurately the Garden Center Institute of Buffalo helps thousands of persons each year to spend pleasant hours in gardening, a recreation satisfying in itself and equally valuable in developing useful and attractive surroundings for the home.

Organized three years ago and incorporated under the Regents of the University of the State of New York as an educational institute to encourage the art of gardening and related subjects, the garden center has made for itself a definite place in the life of gardeners of this vicinity, and one which would be hard indeed to replace.

Services Offered

Our garden center works with the sixty garden clubs of the Eighth Judicial District of New York State, helping to plan programs and to correlate their activities. In return for these services, local garden club members assist with flower shows and serve on other committees necessary to carry out the varied projects of the Institute. Garden center services, however, are in no way limited either to the garden club member or to members of the Garden Center Institute. Located in the club house of a city park, the doors of the center are open at any time to all flower lovers. In fact, it is, in all probability, the possessor of the little garden or the non-garden club member who has but limited sources of information available who is most greatly benefited by the garden center. It is here he obtains the knowledge needed for his every day gardening activity; it is here he finds the information necessary for a general understanding of botany, horticulture, conservation and nature study. The layman knows that at the garden center his questions are answered immediately and without charge. He knows, too, that only the most up-to-date and reliable information is provided to solve his problems.

Garden center services are based to a great extent on surveys of local conditions. Its work is guided largely by the questions poured into its office by amateur and beginning gardeners. We find that the majority of questions come from persons having only a small garden plot, the average city lot. These gardeners are unfamiliar with gardening technique. The inevitable need to cope with special problems, such as improving poor soils, planting in sites with undesirable exposures and disguising unsightly views, are confusing and weighty problems. It is this gardener, primarily, whom the garden center seeks to help. A call upon the Institute supplies him with practical suggestions for garden design and with planting programs which will show him how best to utilize the available space in obtaining the greatest amount of beauty and pleasure therefrom. Thus the center helps the home owner to create a successful and attractive lawn, one which results, finally, not only in increasing the real estate value of the immediate house but also in developing the attractiveness of the entire neighborhood. Through the center costly mistakes due to poorly chosen materials or frequent and expensive changes are avoided, for rather than working at random the home owner starts with a concrete knowledge of

what he wishes and, moreover, he knows in detail how best to achieve that end.

As the work of the Garden Center Institute has become better known through weekly newspaper articles and radio talks, flower shows, lectures and classes and through specialized services, there has been a noticeable increase in the numbers of gardeners taking advantage of the help and information provided. It is, of course, the gardener who avails himself of this knowledge, who applies it and finds the results good, who does most toward spreading enthusiasm for gardening as a worthwhile movement and for the garden center as a dependable aid and source of inspiration. It is his success and zeal which makes his neighbor conscious of the opportunities at hand and brings him, too, to the garden center. As may be expected, this growing garden consciousness leads to more and more calls upon the garden center, not only for services already established but also in many cases for additional and wider reaching activities. This demand, in turn, is met by the garden center. Thus is born a new service! Through it the gardener himself increases the scope of the center's work, and through the programs of the institute his interest and activity are further stimulated.

Two interesting services inaugurated a year ago to fill an apparent need have proved particularly helpful to beginning gardeners. The first is a landscaping consultation service through which amateur gardeners may have the benefit of the advice of a trained landscape architect. The second is a garden maintenance service through which any gardener may have his plant ills diagnosed by an experienced dirt gardener. Both of these features are conducted by persons interested in the work of the center. Their time is given to the Institute except for a small fee to cover expenses incurred in garden visiting.

Dirt Gardening

Each spring and fall since its organization the garden center has held a class in gardening designed to give the amateur information needed for everyday dirt gardening. From the start this class has been one of the most popular and valuable courses conducted at the Institute. Originally the instruction was provided through lectures alone. Now, however, with the cooperation of the McKinley Vocational School and the Board of Education of the City of Buffalo, the center has extended the study to include actual practice and experience in dirt gardening as well.

The cooperation of the McKinley Vocational School is helping greatly to enrich the program of the center. The School has a department of horticulture which trains boys of high school age in the fundamentals of horticulture so they are equipped to become professional gardeners. Five types of gardens have been designed on the school grounds, and two greenhouses form an important part of the department's equipment. The director of the McKinley Vocational School Horticultural Department conducts the garden center's practical gardening class. Amateur gardeners enrolled for the class attend lectures, observe demonstrations of common cultural practices, and do their own dirt gardening at the school under the watchful guidance and individual attention given by the instructor. It is a thorough and intensive study program. Its value to the door-yard gardener is shown by the enthusiasm of each student. As this issue goes to press, the spring class, with a registration of nearly four times the number expected, is getting under way for a ten weeks' period.

A Test Garden

Another activity started last year by the garden center, again in conjunction with the McKinley Vocational School, is a test garden. Under the supervision of a committee composed of landscape architects, horticulturists and civic-minded flower lovers, many new plant materials are grown here. The value of the test garden for the small gardener lies in the opportunity it gives him to see each year recent plant introductions grown under local conditions. The interest shown in this project proves how deeply it is appreciated, especially by the gardener restricted in his plant selections by a small budget, for he cannot afford to grow any but the flowers which most appeal to him, and even these must be chosen carefully if he is to be assured of fine performance throughout the garden. This spring many gardeners are taking advantage of the knowledge gained last year by observation of the test garden. They may now order the newer plants with a reasonable idea of what to expect from each purchase. Moreover, the

"A garden is indeed the purest of human pleasures. It is the greatest refreshment to the spirits of man, without which buildings and palaces are but gross handiworks; and a man shall ever see that when ages grow to civility and elegance, men come to build stately sooner than to garden finely, as if gardening were the greater perfection."

—Francis Bacon.

test garden records are available, and by consulting them amateurs know exactly what procedure to follow in raising rare plant materials.

Somewhat along this same line is a plan we have for the future. It is our hope to have eventually a series of demonstration gardens. This will show the home owner the exact possibilities found in developing even the smallest of garden plots. We hope to have on hand, too, timely and detailed instructions to recommend week by week the care needed for each bit of ground. When it becomes possible to complete this plan, another project invaluable to the average door-yard gardener will be added to the garden center's contributions to the little garden movement.

Courtesy of Parks and Recreation

Viewing the rose garden at Roger Williams Park, Providence, R. I.

Up-to-the-Minute Information!

Of great importance to the home owner is the fact that the Institute brings him knowledge of new varieties and types of plant materials, new methods of culture and results of experiments in horticultural practices. This up-to-the-minute exchange of news is possible because of the close contacts maintained by the garden center with the Department of Floriculture and Ornamental Horticulture at Cornell University, with other horticultural groups and with gardening organizations throughout the nation. With the cooperation of these agencies the center has an excellent library of books, magazines, pamphlets and clipped material, all valuable sources of information in answering the questions of gardeners seeking help at the garden center. Formerly such information was difficult for the amateur gardener to obtain—and then only after much delay, laborious correspondence and research. Now, at the garden center, even the most inexperienced of gardeners can keep in touch with the horticultural world. He has immediately available up-to-date and accurate information, whether it be for a garden club paper or for his own gardening duties.

To supplement this library, we are particularly fortunate in having the interest of local amateur and trained gardeners, the cooperation of members of the staff at Cornell University and the assistance of experiment stations, horticultural organizations and of horticulturists throughout the country. This help is invaluable in solving those problems requiring knowledge and materials at present beyond the resources of the Institute. As an additional aid, many of the horticulturists whose names are familiar to all gardeners are presented on garden center programs so that the gardening public has an opportunity to hear them in person. During the past year, in addition to the regular classes in nature study and gardening, the garden center held sixteen horticultural lectures. Each speaker was a well-known authority. Both the advanced gardener and the novice had the rare opportunity of hearing such experts as Arthur M. Pillsbury, famed for his experiments in growing plants without soil and in producing X-ray motion pictures of plant cells and tissues at work; Dr. William Crocker of the Boyce Thompson Institute of Plant Research, who gave gardeners of this vicinity their first chance to hear of and see pictures of experiments in the use of

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School Gardens in a Small Community

By J. E. LUNN
Superintendent
Independent School District No. 9
Itasca County, Minnesota

IN THE VILLAGES of Nashwauk and Keewatin, Minnesota, there are garden plots varying from one-half of a block to nearly two blocks in size, each garden being enclosed with a fence. The soil in the gardens has been carefully prepared and has been rebuilt from time to time by adding soil and fertilizers of different types. In each of the gardens is a sign stating that within the enclosure there are public school gardens. Each has a bird house erected by the Boy Scouts. Water is made available at different points in each of the gardens. Under a WPA project two years ago drainage for the garden at Nashwauk was provided to carry off spring water following the melting of snow or a severe downpour.

These gardens have been in operation for a number of years, and during the late spring and summer they present so attractive an appearance that people driving along the highway have stopped to comment on them.

Regulations in Force

The general regulations covering the garden project are as follows:

Any school boy or girl over ten years of age on June 1st in grades 4 to 12 inclusive may enroll by agreeing to the following rules:

1. If the enrollment is so large that gardens cannot be assigned to everyone, the number will be reduced by limiting the number as follows:
   - *a.* Not more than two from the same family will be assigned gardens.
   - *b.* Pupils who have had gardens four years or more will not be assigned a garden.
   - *c.* Pupils who are enrolled below the fifth grade will not be assigned a garden.

2. Those who have not completed satisfactory work or who have shown lack of interest or violated garden rules during other years in the club cannot be assigned gardens this year. Your garden work is not completed until you have written your garden record and story. (See rule 7.)

3. Gardens will be forfeited if gardeners have three consecutive unexcused absences or violated club rules. (See rules 4 and 6.)

4. No one will be allowed in the gardens at any time outside of class hours except in urgent cases and with the consent of the instructor.

5. Gardeners must enter and leave the gardens through the gate. Climbing the fence will not be tolerated.

6. No one is to pick or to take anything from another garden without the owner's consent and the permission of the instructor. Learn to respect the property of others.

7. During the summer gardeners are to keep an accurate record of the amount of work done on their gardens, the amount of and value of all vegetables gown. Using this summer's records each gardener shall write a summary and a story of his garden work on the regular state record sheet of the 4-H Garden Club before October 15th. This is a requirement of the state organization.

8. Each gardener shall exhibit vegetables at the county fair or the local exhibit.

9. There will be three sizes of gardens, as follows:

a. Large gardens for advanced gardeners—32′ by 15′; *b.* medium-sized gardens for intermediate gardeners—24′ by 15′; *c.* small gardens for inexperienced gardeners—18′ by 15′. Some of the best advanced gardeners are given extra plots

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The School Garden Association of America

By PAUL H. JONES
President

TWENTY-EIGHT years ago the School Garden Association of America was founded for the purpose of leading people to the realization that to be educated their children must have direct contact with Mother Earth. The enrichment which has been added to the education of children in communities where opportunities for gardening exist reveals the value of the addition of this experience to the curriculum of any school in our country.

"A school garden is an outdoor plot on school grounds equipped for the cultivation by children of as many different kinds of plants as the space and climate will accommodate. Every school garden should be planned attractively to grow annual, biennial and perennial plants including plants grown for vegetables, plants for flowers and for fruits, as well as woody and herbaceous plants. In the real school garden the child learns at first hand not only a great variety of natural objects, but also myriads of natural phenomena. He learns to appreciate and enjoy nature. In becoming skillful in plant cultivation he attains health and strength. Just in proportion to the acceptance by schools of this natural method of education is success in social preparation obtained."—*Van Evrie Kilpatrick,* Founder and First Vice-President of the School Garden Association of America.

Community agencies have frequently fostered an extensive gardening campaign to help produce the food needed in time of war or economic depression. Then the emphasis was upon the monetary value of garden crops. When the time of great food shortage passed, gardening as a widespread practice was discontinued and the educational value of the experience was disregarded. The facilities for the project deteriorated and the children of "good times" grew up ignorant that the soil was a natural resource useful in adjusting an unbalanced economic picture. The generation which is reaching adulthood today is not cognizant of the value of soil. The schools of America can help children to become more thoughtful and resourceful citizens by providing the wealth of experience which gardening education presents. A well-planned course assists pupils to attain worthy home membership, worthy use of leisure, and a real appreciation of natural resources while they produce healthful foods and gain healthful exercise.

The officers of the School Garden Association stand ready to assist individuals, communities, organizations and boards of education to plan a gardening experience for every boy and girl in America.

Anyone who is interested in the Association's purpose is eligible to membership. The membership includes people from every walk of life. Many are teachers and because of the close association with school

(Continued on page 740)

Part of an exhibit of over a thousand pots of paper-white narcissus grown by pupils of the East Mauch Chunk, Pa., grade schools. Karl H. Blanch, who is associated with the schools, is chairman of the Nature-Garden Clubs of the School Garden Association

Courtesy Chicago Park District

"In the garden more grows than the gardener sows."

Where The

In order to learn what rec gardening, a questionnai year-round recreation. A fourteen reported well-de tion departments said the ing garden clubs and flow were making plans which

RECREATION DEPARTMENTS have found truth in this old proverb, as here and there across the country gardening has been included among recreation activities for children. The lessons that boys and girls learn seem as valuable as the crops they carry home. Appreciation of public property and a feeling of personal responsibility for it are mental attitudes that every community needs to have instilled in its citizens.

Garden programs have been developed in a dozen different ways, but the motive behind each one has been concern for the happiness and well-being of boys and girls. It is possible here to report only a few of the outstanding programs in the country that suggest methods of developing the activity. Whether recreation departments have handled the program by themselves or cooperated with schools, garden clubs or park departments, it has been evident that in addition to healthful exercise and valuable knowledge boys and girls have found that gardening is fun.

A dozen boys in Middletown, Connecticut, wanted some flowers. Although they said that the lady didn't mind if they took some from her garden, the superintendent of recreation knew otherwise and discussed the matter with the lads. He learned that they would like to grow flowers of their own, but they had no land and very little knowledge of how a garden was begun. After some thought and investigation, the recreation superintendent found that there was a vacant lot in town that was in disgraceful condition, and also that the owner would be glad to have the boys use the property if they would lean it up. The same public-spirited citizen offered to donate seeds for the undertaking. That fall the boys experienced the real joy of sharing with others the flowers from their own successful gardens. Seven seasons have passed; five more vacant lots have been filled with flowers and vegetables, and during this last summer a hundred and twenty children had a happy time working together on their "own property." The recreation department has four of the pieces of land plowed for the children; the others the boys spade by themselves. The areas are not fenced and there are no regular teachers to meet the children, but the boys and girls garden and love it.

In contrast to this program are the well-fenced, carefully supervised gardens in the New York City parks. The first School Farm was started in DeWitt Clinton Parks in 1902. Mrs. Henry Parsons stated this

The total enrollmen gardens in Clevelan

Garden for Fun!

tion departments are doing to promote
was sent to all the cities conducting
ut 160 cities replied. Of these only
oped garden programs. Fifteen recrea-
vere engaged in some activities involv-
shows, while eleven others stated they
ıld result in programs in the near future.

One of the dipping wells provided by the New York City Department of Parks

purpose—to foster the growth of children as well as to teach them how to grow plants. During the thirty-five years since then the Department of Parks has set aside areas within the parks for children's gardens and maintained a Bureau of School Farms to operate them as part of the public recreation program. At the present time there are eleven gardens, and the staff consists of a director, four permanent attendants and several six-month assistants.

937 at the children's
ights, Ohio, was 1202

The children's plots are formally arranged and uniformly planted and the gardens are bordered with flower beds and ornamental shade trees so that the whole is in harmony with the park landscape. Each garden is provided with benches, drinking fountains, and rural dipping wells, and near the gate stands a small garden house that shelters the tools and serves for a headquarters office.

The courtesy of the garden is extended to all the neighborhood schools, and at the first planting in May kindergarten classes and other groups are assigned space to grow early maturing crops such as radishes, lettuce, beans and onion sets. However, most of the plots are given to neighborhood children who learn from a bulletin posted in the garden when the registration day will be and apply individually at that time. Each child is given a tag bearing his name and his plot number with the warning that if the tag is lost the garden will be given to some one else.

During the summer the children may come to the garden every day, morning and afternoon, if they choose. The children do all the work in these gardens, and beside caring for their own gardens they cultivate and water the flower gardens and the observation plots that are planted with peanuts, sweet potatoes, broom corn, flax, wheat, herbs, and other economic crops. Between these periods of activity there is time to hear interesting stories about plants and opportunity to learn of garden insects and bird visitors. In these gardens the children literally find a new world of living things amidst the brick and stone of the city streets.

Following the first harvest in July the gardens are planted again with beets, carrots, corn, swiss chard and lettuce. These are gathered as the crops mature, and by the first or fifteenth of October the gardens are cleared again. The final harvest day may be the occasion of a harvest festival or the long awaited presentation of awards. Parents

and neighbors are invited to the garden to enjoy the affair and help carry home the crop.

The boys and girls are encouraged to show their flowers and vegetables at the New York *Herald Tribune* Junior Garden Club show, and last season the Crotona Park garden won the much coveted Sweepstakes Prize.

Gardening is indeed popular with these youngsters for during this last season attendance records show that more than 200,000 visits were made by children 8 to 14 years of age.

The city of Detroit established its Department of Recreation in 1915 and since that time gardening for children has been conducted as one of the activities supported by an appropriation of Common Council. Ten years before, a committee of the Twentieth Century Club had begun this work with boys and girls and had carried it on with the cooperation of the Board of Education.

The Detroit program is handled through garden clubs that are organized at schools or community centers and operated on a year-round basis. The garden director meets the children from the 4th through the 8th grades who are interested in joining and who are willing to fulfill the following requirements for membership in the club: to make and take care of a garden throughout the season; to keep a record of the garden; to complete the project with a report and story of the garden. After the children have their parents' approval, the club organizes and elects its own officers. Meetings are held once each week for thirty minute periods during the school day. Fall and winter lessons include bulb planting, indoor gardens, and topics of nature study that are closely allied to gardens. When planting time comes the garden club is allowed a longer period, and during the summer the garden session is from one and a half to four hours once or twice a week. In 1937 there were twenty-four playground gardens, all but one of which were on school playgrounds. Other garden clubs are formed for boys and girls who have land for a garden at home. These children supply their own seeds and tools and assume the full responsibility for the care of the garden. The Department of Recreation furnishes all equipment for the playground gardens and prepares the ground.

"The greatest value of a garden to a child is the immeasurable joy and satisfaction to be gained from a garden that grows. Every child should begin early in spring to plan for his garden so that his summer may be full of pleasurable activity and interesting flowers."—*Mildred Fahy,* President, Department of Science Instruction, National Education Association.

The Garden Division of the Recreation Department cooperates with the National 4-H Clubs, the Extension Division of Michigan Agricultural College and United States Department of Agriculture, and boys and girls who complete their record books are eligible for 4-H Achievement pins. This program helps to maintain interest from year to year, and in the past club members have received recognition for completing their eighth year program.

Picnics and parties are important features of every season, and flower and vegetable shows have many entries from garden club members.

At the present time the garden work is not as extensive as the program of the 1920's when fifty playground gardens covered seven acres of land and eighty-eight garden clubs were meeting regularly, but despite depressions and budget cuts gardening for children has been conducted in Detroit for thirty-two seasons without a break.

Children's gardens have long been an outstanding project of the Cedar Rapids Playground Commission. For twelve years the activity has been conducted on a four months' basis, and fortunately the Commission has been able each spring to engage the same garden director. About 2½ acres of vacant land near ten schools have been loaned or rented at a small cost to the Commission, which pays for the plowing and harrowing of the lots in the spring and attends to cleaning them up in the fall. The garden director visits all the elementary schools in the city, and children who are interested may enroll for a garden. If there is no playground garden near the school, the boys and girls are encouraged to have gardens at home wherever it is possible. Last season nearly 500 youngsters applied for playground gardens and more than 1400 undertook home gardens.

During the summer, at a regular scheduled time once each week, the garden director visits each playground garden and assists the children in planting and cultivating their plots. She also conducts simple lessons in gardening of which each child keeps a record in a notebook along with a diagram of his garden, the planting date, cost of seed and the amount of produce raised. At most of these gardens the children furnished their own seeds and tools.

The home gardeners may attend class meetings at the nearest playground garden for help with their notebooks, but there is no regulation of the type or size of gardens they may choose to have. Each child is visited at home at least twice during the summer by a member of the Playground Staff.

Each year in August a picnic is held for all the gardeners, produce from the gardens is displayed and judged, and simple, unexpensive prices made possible through the cooperation of the Cedar Rapids garden club are awarded for fine gardens and notebooks.

Two communities in Massachusetts are conducting successful garden programs entirely at the children's homes. Several years ago the Recreation Division of the Park Department in Cambridge conducted a tract garden for children, but for the last four years a plan for back yard gardens has worked out very satisfactorily. The League of Women Voters assumes responsibility for publicity and materials, and the municipal department provides supervisions for the gardens.

Early in the spring, enrollment blanks are distributed throughout the schools of the city, and the children who are interested return these blanks to the recreation office. Supervisors are assigned to visit the children by districts, distribute the seeds and give cultural directions and help. Several visits are made during the summer, and a record is kept of each garden for prizes are awarded at the close of the season. The boys and girls of Cambridge are also eligible to compete in the garden exhibit conducted by the Massachusetts Horticultural Society.

The Junior Garden Club of Framingham during its second season had a membership of over five hundred boys and girls. The idea was jointly sponsored by the Framingham Garden Club and the Park Department—WPA recreation project, and the organization and administration of the program was handled by the Park Department—WPA staff cooperating with the schools. At each school in the city the garden supervisors explained the plans for their garden club and took the names and addresses of children who seemed interested. Just before planting time the supervisors again visited the schools, leaving seeds and plants contributed by the adult garden club members. About the middle of May the supervisors began a weekly round of visits to the children's gardens, and as the season progressed an honor roll for the week was published in the local paper. For some youngsters the high point of the season was the opportunity to exhibit their flowers or vegetables at the Framingham Garden Club's fall flower and garden show.

In Cleveland Heights, Ohio, the Recreation Department is the cooperating agency rather than the inspiration and support of the garden program. The director of gardens and nature study for the Board of Education has organized the activity so that gardening is a part of the science requirement for every grade beginning with the kindergarten and every elementary school has a garden in which each grade has its share of plots. When the school term ends individual children apply for these little gardens and an instructor meets the children at the garden two or three mornings a week. Formerly this summer program was handled by the school, but since budgets have been curtailed the summer supervision has been continued by workers from the Recreation Department. These assistants also visit the children's home gardens. When the fall term begins at school, the director of gardens attends to closing operations and the presentation of awards to outstanding gardeners.

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Courtesy New York City Park Department

Have You Ever Had a Garden?

Three Girl Scout gardeners testify to the enjoyment their gardens have brought them

"Do you always think of work when you think of a garden? That is the wrong way to start for it is not work. It is an an interesting and enjoyable occupation as well as a pastime. In past years I had not the opportunity for a garden large enough to offer a variety of plants, but finally we settled where I had every chance of a large or a small garden and my father set aside a piece of ground 15′ by 40′ where I could see it from the window of my room on the north side of the house. On the first day in May I spaded the ground and marked it off into seven rows. To be sure, I was a little tired, but I was also very pleased with my start and slept very well that night. Saturday, my best day for shopping, I went to town with a slip of paper on which I had the names of my plants and after each I marked the price. The whole garden cost me only 60 cents. I had carefully planned to have stem, leaf, root, fruit and seed represented, for a variety always offers a deeper interest. With the seeds my friends had given me and with my purchases I planted my first group. Watching, watering, hoeing, until the first sign of a green sprout appeared, brought me new anxiety. Then I planted a second group of seeds, so I had three full rows and four which were divided in half. When one plant had finished, as my radishes were the first to do, I planted others. In this way I had a very pleasant garden from the first of May until the last of September, and every moment was one of interest and real enjoyment which I'm sure every garden owner knows. May your next summer be one of pleasant garden memories and many enjoyable hours out of doors." *Jeannette Beaver,* age 16. Portsmouth, Rhode Island.

My Garden

"I have always wanted to have a garden of my own ever since Mother planted a large rock garden in front of the house. When I became a Girl Scout I found that there was a gardener's badge that I could earn by planting a garden so I decided to have one. Mother agreed that I was to have part of the vegetable garden on the south side of the house. So I got to work on it. I made it into a half and half garden, with flowers on one side of a path that ran through the middle of my garden and the vegetables on the other side of it.

"In the flower garden, which was an old-fashioned garden, I planted fire cross, marigold, golden marigold, balsam, zinnias, California poppies, babies'-breath, portulaca, everlastings, June pinks, candytufts, mullen pinks, petunias, phlox and cockscomb. It is a lot of fun to have flowers of your own to pick and have on the table for a bouquet.

"When the vegetables were ripe we had them on the table and they tasted very nice. Home grown vegetables right from the garden are much nicer than from the store." *Jane Gilbert Knight,* Providence, Rhode Island. Troop 16.

My Girl Scout Garden

"After I was invested as a Girl Scout I thought it would be fun to work for the gardener badge during my spare time in the summer, so I went right to work planning my garden. It consisted of 180 square feet, being 18′ long and 10′ wide. It was arranged in rows with about a foot and a half of space between each row. The flowers were in the front and the vegetables further back, with a path between. I chose alyssum as a border plant, followed by forget-me-nots, sweet William, gaillardia and zinnias. Then came the vegetables—carrots, Swiss chard and some tomato plants—of which I was very proud. To separate my garden from my father's, I planted violet and pansy plants alternately to form a dividing line.

"It was great fun supplying the vegetables for the family's table and showing all my friends my own garden. I wish to thank the Girl Scout gardener badge for stimulating my interest." *Madeline Nickerson,* age 13, Rumford, Rhode Island.

HEAVEN

What is Heaven? Is it not
Just a friendly garden plot
Walled with stone and roofed with sun,
Where the days pass one by one,
Not too fast and not too slow,
Looking backward as they go
At the beauties left behind
To transport the pensive mind.

Bliss Carman.

Nature Education in New York City Schools

By MARVIN M. BROOKS
Director
Nature Study and School Gardens

FROM LONG ages of experience with nature, man developed definite reasons for a certain type of desirable training. These types in turn became ends in themselves. Formal education, with its numerous drills, became the dominant side of training, and for many generations nature education was forgotten or sadly neglected. During the past twenty-five years or more, however, educators everywhere have realized the necessity for returning to our original contacts with nature, and the outcome has been the introduction of nature study in our public schools.

Courtesy New York City Board of Education

An attractive garden at Public School 215, Brooklyn

During recent years much attention has been directed toward worthwhile objectives for elementary schools. Courses of study, syllabi, methods of teaching, supervision, administration and school organization have been modified in the light of these objectives, which have been listed by the New York State Department as social relationships, self-expression, critical thinking, worthwhile activities, knowledge and skills, and health.

Nature education offers through class clubs one of the best and most satisfactory means of realizing these objectives. This fact has been demonstrated in New York City where for years many of our schools have carried on a series of graded class clubs. These clubs, suggested in order of their progression, are bird, nature, garden, conservation and biologic. Our experience has shown that club work, well established, provides training in respect for authority, in the recognition of the richer experiences older people have to offer, in cooperation and practice and in self-control, and develops creative thinking and the ability to judge and evaluate.

Methods Used in New York City

The gardens in New York City were developed during the World War in parks, home yards, vacant lots and on school grounds. Since that time there has been a steady and healthy growth in nature education. Each school interested in conducting a program maintains a nature room or a school garden on the grounds, or both. These serve as nature laboratories programmed for use in school hours as are other facilities such as the auditorium and gymnasium. Here children come during school hours because of their interest and the credit they receive, and teachers seek garden and nature material for use in other subjects.

We have found that this inclusion of the garden and nature room in the school program and of gardens on the school grounds, together with the financial backing and help of the Board of Education, has gone far to make our work successful. As another element in our success, we are fortunate in having in our program the assistance of such organizations as the Brooklyn Botanic Garden, the New York Botanical Garden, the American Museum of Natural History, the School Nature League, the New York Zoological Garden, and a number of museums.

The School Garden Association of New York maintains a number of services of vital assistance in the development of the city's school gardens. An organization of classroom teachers, supervisors, principals and others interested in the

study of natural sciences in the city schools, the association was founded in 1908 by Van Evrie Kilpatrick. It has a membership of 10,000. Two meetings are held each year for discussions, and in May several hundred people attend an annual luncheon. A yearly meeting for the election of officers and determination of policies occurs shortly after.

The association's *Nature Garden Guide,* published monthly during the school year, is edited by the author, who is secretary of the association. This eight page bulletin contains much informational material, suggestions for activities, and announcements and notices of events pertaining to the field of nature. In addition to this service the association offers pins, buttons and certificates as awards. These are often awarded at the annual garden parties sponsored by the association at one outstanding school garden in each borough; others are given at school assemblies.

SURVEY OF NATURE GARDEN LABORATORIES
In Elementary Schools of New York City—1937

	Man.	Bx.	Bkl.	Qns.	Rich.	1937 Total	1935 Total	Per cent of Increase
Total schools reporting	135	101	234	148	43	661	534	22%
School Gardens	30	47	82	95	22	276	264	5%
School Lawns	12	65	148	133	37	395	310	28%
School Nature Room	35	36	62	22	4	159	142	12%
Class Nature Room	100	48	90	69	23	330	(No Rept.)	....
Class Room Gardens	3,366	2,294	6,674	2,715	445	16,194	14,785	9%
Nature Exhibits	107	110	343	219	40	819	611	34%
Other Nature Activities	318	234	366	378	133	1,429	(No Rept.)	....
Nature Trails	11	2	5	10	5	33	(No Rept.)	....
School Gardens—cultivated during summer						170	131	29%
Gardens in High Schools						7	1	....
Greenhouses						2	2	....

Five hundred schools explained other nature activities as follows: Care of plants and animals, nature collections and use, nature clubs, nature plays, nature projects, nature scrapbooks, nature shows, nature study, nature visual instruction, visits to museums, visits to the zoo, nature trips, parks.

In 1935 the Abraham Lincoln High School was the only one reporting a garden. In 1937 the following high schools maintained gardens: Abraham Lincoln, John Adams, Bayside, Erasmus Hall, Evander Childs, James Monroe, Music and Art.

In 1937 there were 82 school gardens in Brooklyn. One of these tracts, located at Public School 17, is in a very congested area

Courtesy New York City Board of Education

The Fordson Horticultural Gardens

By PAUL H. JONES
Chairman of Horticulture
Fordson Public Schools

THREE YEARS AGO the Fordson Board of Education became interested in developing opportunities for agricultural education in its schools. These men enlisted the cooperation of Mr. Henry Ford who willingly leased a tract of land which was accessible to several schools. After a study of the educational approach to the problem had been made, a project was begun by the students of the Maples and the Woodworth Junior High Schools and the Fordson Senior High School. This project resulted in the development of the Fordson Horticultural Gardens and the addition to the school curriculum of courses designed to give children training in gardening, horticulture and related agricultural work.

The first year 190 students participated in this program. Each one had a garden plot 40 feet by 60 feet. In these were planted fifteen different vegetable and fruit crops. A garden house was erected and equipped and an overhead sprinkling system installed. The crops produced were excellent. These products, the enthusiasm of the children, and the unanimous approval of their parents, showed how very successful this type of directed work and instruction can be.

During the second year attention was centered around the type of classroom instruction required. It was necessary to write books of instruction and devise methods of teaching the subject matter.

The philosophy underlying the presentation of this material is that soil and crops are natural resources. The use of fresh healthful food is presented as the first principle of preventive medicine. The potential value of the soil and the necessity for healthful foods rather than the economic value of crop production receive primary emphasis.

Gardening could assist materially to balance the family budget. If it were practiced throughout our country it might go far toward stabilizing the home. The basic principles for gardening in America have been wrong or its popularity would not follow the curve of the index of business conditions. Gardening as recreation for the body and the mind is as important to the individual as the food or flowers he

A close-up view of a section in the Horticultural Gardens

grows. These and many other phases that should help students to appreciate the importance of an agricultural enterprise in a nation have been given much attention in this development in Dearborn.

Gardening instruction is given in the junior high school to the seventh grade students. It is a correlation of art, mathematics, and science. An attempt is made on the part of the teachers of these subjects to instruct the children in the art, mathematics and science related to and useful in gardening work. Through science in the classroom the student learns the history, the culture and the nature of the plant. He becomes acquainted with the soil, the seeds and the plant through his art and science studies. His mathematics assists him with garden lay out, sowing seeds and garden accounts. To make this a practical pre-gardening training, a classroom table garden made to scale is planted and observed closely.

The children themselves wash, bunch and prepare the vegetables before taking them home

To insure the success of this project and to capitalize on the educational opportunities presented, a course in horticulture for the Fordson Senior High School was developed. This is considered as a course in science equivalent to any other science offered and is accredited as such by the University of Michigan. This class prepares all of the materials that are necessary for the horticultural gardens. Students learn to test soil, to prepare seeds for garden use and to plant and to force bulbs. The aim of the course is to permit the student to observe and practice many of the things that are done by man to provide a food supply, to develop and to maintain a landscape, and to propagate plants for ornamental purposes in the home. Such an experience makes a student better able to understand the problems of living. It arouses in him an interest in the surroundings of his own home.

The experience gained during 1935 and 1936 directed the changes desirable and necessary to make the gardens available to more children. When work began in 1937, a new garden house including two tool rooms, a shop and a classroom were available. The tract was divided into 370 gardens 20 feet by 60 feet. Students from all junior high schools in the district participated. They were transported in busses according to schedule from the schools too far removed from the horticultural gardens.

During the summer time our gardens operate in the same way as a school for ten weeks or the length of the vacation period. Classes are scheduled for five days of the week. The length of the period is one and one-half hours. This time is

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Gardens - Here, There and Everywhere

A brief résumé of a comprehensive report given by Miss Marcella Hayes, Chairman, Junior Gardens Committee, National Council of State Garden Clubs

THE NATIONAL COUNCIL of State Garden Clubs has been active for several years in sponsoring the organization of junior garden clubs throughout the nation. State Federations of Garden Clubs and local units within the State Federations have appointed junior club chairmen and committees to plan programs for training children in gardening and nature study. Appreciation of the natural world is fostered by knowledge of it and association with it. Since too many children no longer have this training at home and too few schools are equipped to handle this phase of education, garden clubs have a fine opportunity to present to children a fascinating hobby and develop in them some civic pride and responsibility.

The scope of these programs and the extent of their development are suggested in the reports from the state chairmen. Besides planning and making and caring for gardens, junior clubs learn to identify wild flowers, shrubs and native trees, to recognize song and game birds and through their discussions and field trips to understand the meaning of conservation. Projects in civic and roadside beautification can always be found to challenge the imagination and skill of the older boys and girls, so that the program holds almost endless possibilities. It is impossible to adequately summarize the fine work that is being done all over the country, but the following brief résumé suggests some of the many ways that this activity has been planned for children.

In some places the children have been informally gathered together by a counselor to discuss growing flowers and vegetables. The Junior Garden Club in Riverhead, N. Y., meets its counselor one day a week for two hours to work in their tract garden which is 180 feet by 80 feet. Each of the forty-five members has a section of his own to care for. In Michigan, the junior garden club members have their flower or vegetable gardens at home.

Monthly programs of activities have been worked out in New Hampshire where observation hikes, identification contests, and pilgrimages to other gardens help the children to recognize wild flowers and birds and appreciate their beauty and the care and protection that they need.

Other state garden clubs have planned their junior programs around the subject of conservation. In Illinois the state chairman sends informational bulletins to junior counselors preceding their meetings as an aid in handling the lesson material. During the winter a study of the forest and its inhabitants and their conservation furnish topics for meetings. In the spring the counselors plan annual gardens to be cared for by the children during the summer, and in the fall sponsor flower shows and award prizes. Eighteen thousand children in Illinois are members of junior garden clubs.

The Muncie, Indiana, Garden Club displays its products at the Delaware County Fair

Courtesy Muncie, Indiana, Garden Club

The Wiscon-

sin Garden Club Federation is emphasizing conservation this year by an extensive program of tree study. Conservation Week marked the first birthday of the Wisconsin School Children's Forest of 1240 acres, nine miles from Eagle River. Last year the contributions of school children paid for planting 108 acres of this tract. Nearly 97,000 pines were set out. This year the project will be continued. With "Four Pines for a Penny" it is hoped that many more acres will be added to the forest plantation. One hundred and twenty-four Wisconsin schools operate forests of their own ranging from forty acres up to several hundred. The Federated Garden Clubs of New York State have promoted a program of tree planting in connection with the Constitution Sesquicentennial Celebration.

The Junior Garden Club organization of Tennessee has grown very rapidly. Thousands of children have received instruction regarding the care and conservation of trees, wild life and flowers through the medium of lectures, radio talks and press publicity. They also sponsored a tree planting contest.

In Michigan the Federation Garden Clubs sponsored a wildlife camera contest to stimulate the juniors' interest in protecting and conserving their state's natural resources. The children were asked to provide feeding stations for song and game birds and the smaller animals that suffer in unusually long hard winters.

Conservation Week in the Schools of Virginia was promoted last April by the State Garden Club in connection with the State Department of Education. Monday—"Wild Flower Day"; Tuesday—"Virginia's Forests Day"; Wednesday—"The Value of Birds"; Thursday—"Care of Evergreens"; Friday—"Arbor Day." There are sixteen junior garden clubs in Virginia.

In several other states the groups of boys and girls are brought together in the schools. The Garden Club of North Carolina aims to have "a state garden club in every county and every club sponsoring a junior garden club." They feel that the best way to reach the children is through the schools.

Community-wide interest in the beautification of homes, streets, and public buildings has been stimulated through the activities of the Muncie, Indiana, Junior Garden Club. The major project has been the improvement of school grounds where tons of top soil have been moved and shrubbery, trees and grass seed planted. Through questionnaires sent to the homes of the children the club learned what had been done at home and what kinds of seeds could best be used when 5000 packets are distributed this spring.

Often the Junior Garden Club program is correlated with the regular science courses of the school curriculum. Fifty schools in Louisville, Kentucky, have outdoor gardens, fourteen of which are open during the summer under a supervisor and seven assistants. Where there is no space available at school, neighbors cooperate by offering their backyards.

In Kansas City, Missouri, the garden clubs have been active for about ten years and have cooperated with twenty-three public schools as well as neighborhood centers. Last year they distributed 25,000 packets of flower and vegetable seeds among the 10,000 junior members. Tomato and pepper plants were provided for the school children's gardens.

The Public School Division of the Garden Clubs of New Jersey was able to have a state-wide nature exhibit. The Newark Center Market was donated by the City Commission for the purpose. The children did most of the planting themselves and the many entries represented the daily classroom work of the children from seventeen schools. The exhibits included a small house surrounded by a garden; a roadside stand; a classroom window box in bloom; trays depicting the life and flora of different countries; art interpretation in murals and posters; flower containers in metal and pottery made in manual and fine arts department; and thousands of seedlings grown in classroom trays and school conservatories.

Adult garden clubs have not only planned programs for the children but have given generously of their time and material to help the juniors have successful gardens. Prizes of many kinds have been offered. Books, tools, bulbs, seeds, medals, pins and ribbons have been given for outstanding work and fine produce. In addition to the prizes furnished for junior groups that are sponsored directly, adult clubs have been very generous in cooperating with other organizations already promoting the activity.

In Cleveland, Ohio, two types of awards have been provided by the Garden Center that seem to symbolize the interest of the community in the school garden work. "The Junior Achievement Award" is for boys and girls and is given at the recommendation of the teachers who supervise

(Continued on page 742)

Industry and Little Gardens

A brief statement regarding the gardening activities of a number of industrial plants

INDUSTRIAL GARDENS are often thought of only as an emergency measure in war time or in an economic depression. Investigation shows, however, that garden programs developed during these periods of pressure expansion fill a real need in the normal life of the people and persist long after the emergency has passed. There are industries in the country that have set aside suitable land near their factories for employees to use, and they have been encouraging cooperative gardening for ten, fifteen and even twenty-five years.

Since 1914 there has been an Agricultural Society among the employees of the Norton Company in Worcester, Massachusetts, which has engaged in cooperative buying of seeds, fertilizer and other materials. The Society included not only the original applicants for company gardens but all other employees who were prepared to carry on gardening operations under its rules. A nominal charge of $1.50 was made by the Society for each garden plot. During "good times" and average years nearly a constant level of membership has been maintained, while in periods of emergency there has been a sharp increase in the number of applications. The Company plows and harrows the fields and stakes off the garden plots which measure 75 feet by 50 feet. The land is free for all employees who are ready to plant and maintain a garden.

The employees of the H. E. Staley Manufacturing Company of Decatur, Illinois, have an organization known as the Staley Fellowship Club. This club sponsors many activities, one of which is the Staley Industrial Garden. The Company turns over an area of nearly sixty acres for this purpose, which is divided into about 300 gardens 45 by 150 feet. The club employs a supervisor to manage the project and guard the property. He has the land plowed, disced and fertilized, and the lots surveyed and staked off. Each year the supervisor draws plans for planting to conform to a three year rotation of crops to aid in conserving the fertility of the soil. The applicants for the gardens receive identification cards and bulletins pertaining to the preparation of the seed bed, with planting and cultural directions for the crops that have been selected. The club contracts with a local firm to furnish seeds at a discount to member gardeners. No accurate statistics on the production are kept, but the value of crop and the experience is evidenced in the continual demand for garden plots.

Since 1932 the Rock Island Railroad has set

The members of the Staley Fellowship Club are proud of their 300 gardens which are planted and cultivated under supervision

Courtesy H. E. Staley Manufacturing Company

Courtesy International Harvester Company

During the depression years 2200 acres of land—one-twelfth of an acre for a family of two—were made available to the employees of the International Harvester Company for vegetable gardens. The Company used its own property and rented other areas after they had been examined and approved by specialists of its Agricultural Extension Department.

aside certain plots of its vacant property under supervision of representatives of the company for the use of the employees for vegetable gardens. These gardens have been fairly well distributed throughout the fourteen states traversed by the railroad. The size of the plots range from six to thirteen acres. They are carefully laid out into individual gardens, allotted in the order of applications received. Preference is given to furloughed employees, part-time employees, and full-time employees, in the order named.

At the shops of the Rock Island Railroad at Silvis, Illinois, thirteen acres of Company property were drained, plowed, levelled and laid out in fifty-seven plots. Seed is furnished by the local and county relief agencies and the railroad relief committee. Information concerning methods of preparation, cultivation and insect control is secured from literature published by state and Federal agencies and from pamphlets distributed by seed companies. From year to year the same plot is assigned to the same employee if he so desires, with the result that each gardener is inclined to clean up his plot, burn all refuse, and leave the soil in good condition for spring cultivation.

Between fifty and sixty employees of the Armstrong Cork Company in Lancaster, Pa., get the benefit of healthy, out-of-door recreation that yields very satisfactory returns when harvest time arrives. The Company sets aside a tract of about twelve acres and arranges for the preparation of the land. The cost of this is pro rated and paid for by the users.

In 1933 the Garden Department was introduced at the Rouge Plant of the Ford Motor Company, and during that year 10,196 gardens were asssigned to its employees. Each year there has been a greater demand for the use of garden plots, and in 1937 there were 16,694 gardens assigned. The garden lots are 50 feet by 100 feet, and it is estimated that an area of that size will supply fresh vegetables for a family of five. During the winter months request cards are signed by those wishing gardens. Large families may have more than one plot. In the spring assignments are made so that the plots will be as near as possible to the employee's home. The Company plows all the land in the fall and in the early spring it is disced and harrowed. Besides the gardens for the employees, about 2000 other lots are prepared for school children, Boy Scouts and people not working for the Ford Motor Company. Watchmen are placed at each field, and the men chosen for these positions are able to advise and instruct inquirers about planting and cultivating their crops.

Aesthetic as Well as Utilitarian Values

The crop has been the primary motive in establishing most industrial gardens. However, there are two companies whose garden program

(Continued on page 743)

WORLD AT PLAY

Annual Mountain Folk Festival

ON April 4 and 5, 1938, the annual mountain folk festival for the schools and centers in the southern highland will be held at Berea College, Kentucky. Each center has been invited to send a team limited to eight people which may give a demonstration of folk games to last not longer than ten minutes. The folk festival is held to encourage the preservation of all folk material —songs, games and play. It is not competitive in any way, and there are no judges, prizes or ribbons. "It is for the joy of playing together and for exchanging ideas."

Popular Games in Oakland

TWO sports, according to the annual report of the Oakland, California, Board of Playground Directors, have become prominent as adult activities during the past year. Softball, with the impetus of the opening of three lighted diamonds in May 1936, has attracted 191,000 players and spectators. The diamonds are being used to capacity every evening. Badminton as a co-recreational activity increases its followers constantly. Tennis also is a popular adult activity and the thirty-eight public courts are usually filled to capacity.

Nature Activities on Cape Cod

AS a result of four days of "sand duning," "bog trotting," "beach combing" and beach craft on Cap Cod under the guidance of Dr. William G. Vinal, the Massachusetts State College Extension Service has decided to organize a series of monthly nature study trips. It is planned to confer with people on the Cape who have an interest in some special field of nature, with the Marine Biological Laboratory, the State Forester, the manager of a bird farm and the Austin Ornithological Society. When Dr. Vinal's suggestions for the need for making a certain part of the Cape a sanctuary—a sanctuary for birds, fast-disappearing plants and sand dunes which may all-too-soon be "settled"—were brought before the conservation committee of one of the garden clubs, the club immediately took steps to find out more about this area and to plan for its preservation. Dr. Vinal, formerly Specialist in Nature Activities for the National Recreation Association directed the Nature Guide Summer School at Massachusetts State College this past summer.

Inter-Club Rally for Boys

FROM three to four hundred boys together with some fathers and adult relatives gathered on December 14th for an inter-club rally conducted by the Federated Boys Clubs of Somerville, Massachusetts and sponsored by the Recreation Commission. The Mayor and a number of city officials and outstanding citizens were present and took part in the program. The committee on arrangements, with representatives from each of the seventeen clubs for which the Recreation Commission provides counselors, arranged an interesting program. It included an exhibition of tumbling, a clever skit, selections by a Hillbilly band, an exhibition of ping-pong, a boxing bout, a game of basketball featuring the new rules, a harmonica quartet, vocal solos, community singing, competitive games and races, and a number of other features.

Recreation for Tourists

TOURISTS and "winter visitants" to Tampa, Florida, found the Board of Public Recreation ready to serve their recreational needs. A Tourist Recreation Center was opened on October 15, when visitors registered for the various clubs and activities. The Social Club held a dance late in the month with more than 100 members present. The total attendance for the month was 1,520 persons. During October, 65 units and 150 guests were accommodated at the Municipal Trailer Park where there is a recreation building. Card parties are scheduled here two nights a week and dances take place on two additional evenings each week.

"1001 Ways to Use Your Spare Time"

UNDER this intriguing title Boston held its second leisure-time show in the Mechanics Building. The exhibit was sponsored by the

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Youth Agencies Council, a division of the Boston Council of Social Agencies, in cooperation with other organizations helping to meet conditions created by the modern industrial age. Girl Scouts and Boy Scouts, the Y.M.C.A. and Y.W.C.A., boys' clubs and groups devoted to nature study and hiking; amateur astronomers, telescope makers, stamp collectors, and arts and crafts clubs and classes were among the exhibitors. The adult recreation project, sponsored by Community Service of Boston, occupied a booth, while in the arts and crafts division a portrait painter made lifelike crayon study of his model, both of them amateur artists who had learned their art at one of the art centers. Leather workers, metal craftsmen and rug weavers demonstrated their crafts. At the piano an accompanist of the Choral Division provided a musical background for other exhibitors who made puppets and properties for community theaters. The lecture and discussion group was represented by pictures and posters, and in the basement a game room was in full swing.

Nature Garden Clubs—Since the School Garden Association of America registered the first Nature Garden Club early in 1935, more than 2,000 of these groups of boys and girls, representing more than 50,000 members in twenty-three states, have been formed. These clubs are being sponsored by the schools and other groups as a means of teaching elementary science in an informal manner. The activities of the clubs are easily adaptable to all age levels and clubs are registered in schools ranging from primary grades to the junior college. A leaflet giving information about this project may be secured from Karl H. Blanch, Chairman, National Committee on Nature Garden Clubs, East Mauch Chunk, Pennsylvania.

Junior Audubon Clubs—Junior Audubon Clubs, formed throughout the United States and Canada during the 1936-1937 school year, totalled 6,201 with 170,210 enrolled members. Over 5,500,000 have enrolled since the inception of the plan.

Members of the clubs are invited to take part in the 1938 essay contest on the subject, "Why Should We Have Bird Sanctuaries?" There are three divisions of the contest: (1) for teachers or other organizers; (2) for boys and girls in junior and senior high school grades; (3) for children in grades 1 to 6. The essay must be in the office of the National Association of Audubon Societies by April 15, 1938. Further information may be secured from the National Association, 1775 Broadway, New York City.

School Gardens Yield Invisible Crops

(Continued from page 695)

slag which now constitutes such a play area for most schools. Perhaps such an enlarged vision would provide a more frequent and satisfactory answer for the plaintive query of a class of fifth grade pupils from a gardenless school who, after visiting one of the tracts here described, inquired of their teacher, "Miss ....., why can't we have a garden like that at our school?"

Gardening with the 4-H Clubs

(Continued from page 702)

In some states, 4-H garden club members have bought their seeds and sprays on a cooperative basis. In several states, they have also marketed their products cooperatively.

4-H garden club members participated in many activities that did much to make their work of more interest and help to them personally. Such activities included 4-H tours to the homes of the members in order to learn from the experiences of the others; demonstration team work whereby members demonstrated at community meetings what they had learned in their garden clubs, and judging work by which they learned to select quality products for exhibits and marketing purposes. At the regular 4-H club meetings, they learned much also from the discussions regarding the progress being made, the difficulties encountered and the advantages of garden club work in general. In some states, garden club posters made by the members have proved effective in influencing more young people to enroll. These 4-H garden posters include appeals for a garden such as the following:

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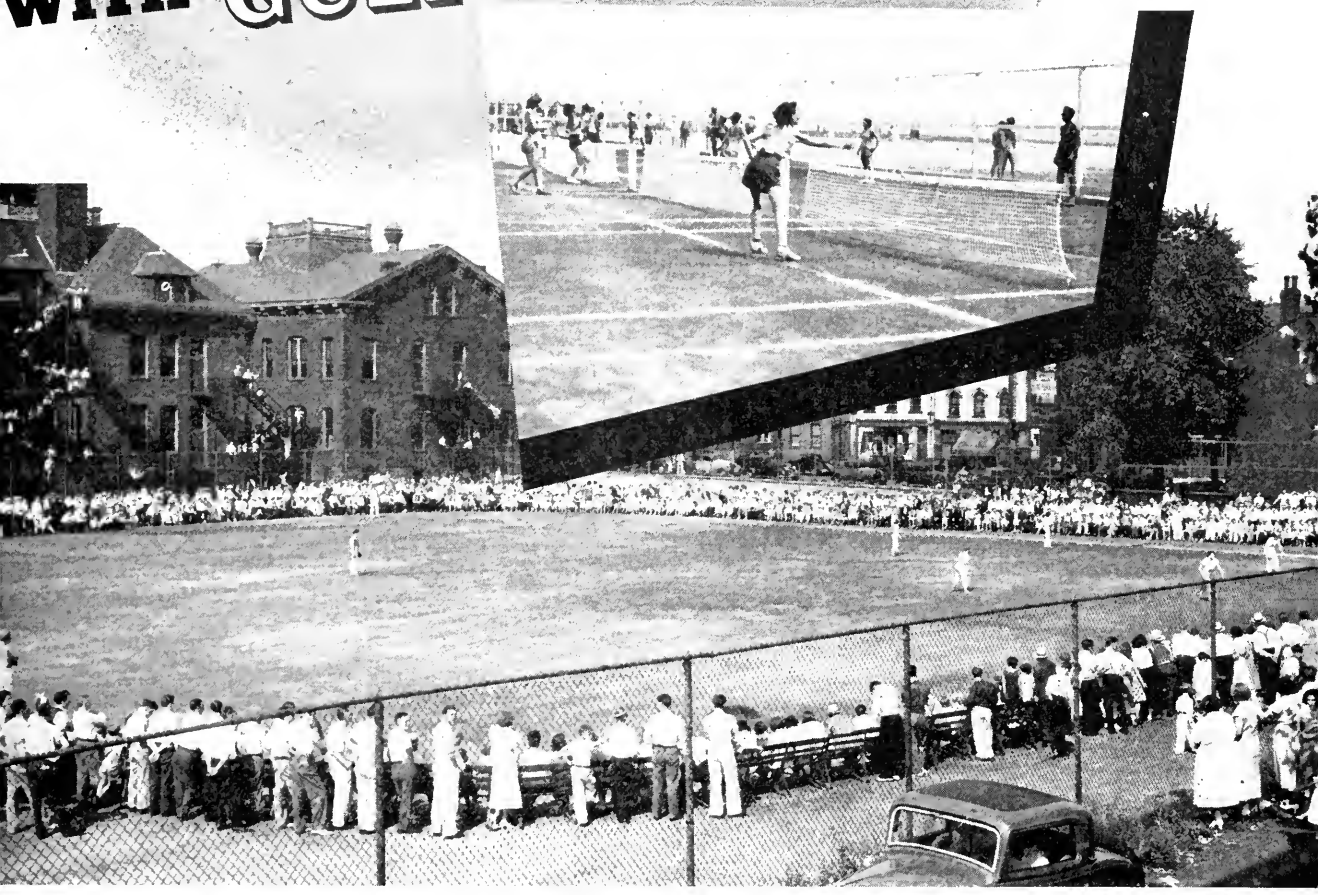

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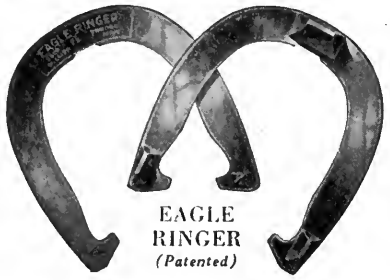

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It supplies a variety of fresh vegetables from early spring until killing frost in fall.

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It is the cheapest and best way to supply vegetables.

Vegetables are necessary in a balanced diet.

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It makes the farm home more attractive.

In brief, 4-H club members soon learn that a farm without a garden is like a home without a kitchen. And in learning all these things in the growing of gardens, often overcoming little anticipated difficulties, 4-H young people make surprising strides in their own personal growth and development.

Helping Children's Gardens Grow

(Continued from page 706)

helped to brighten their rooms. A number of the garden clubs of the Guild have organized children's gardens to foster the love of flowers that all children have, and to educate the young folk in their planting and cultivation, feeling that the love of gardens, as of every other beautiful and refining thing, must increase to the end of time.

Some Interesting Experiments

In 1925 the National Guild, in cooperation with the Museum of the American Indian, undertook an interesting experiment. Six acres of land were donated by the Museum and small individual plots were laid out for children's gardens. Here were planted and grown native American flowers and vegetables in which the Museum is especially interested—tobacco, Indian corn and the like—and specimens of these plants, peculiarly indigenous to American soil, were presented to the public schools which used them as a basis for lessons in patriotism and good citizenship.

The National Guild, through the efforts of its branches and garden clubs, has made plans to establish and maintain a roof garden at Bellevue Hospital, New York City, for the benefit and enjoyment of the crippled children in the orthopedic wards. On a roof 80′ x 32′, the garden is to be made from plans drawn by Helen Swift Jones, landscape architect. A part of the space will be given over to the children for their own garden. A formal garden will occupy other space and will be furnished with flowering plants and evergreens in boxes. There is to be a sun dial, a bird bath and other garden features, while just outside the entrance to the wards there will be a terrace under a large awning with beds and deck chairs for the children who have to remain quiet. As a further attraction there will be a small playground with sand boxes and swings. This garden is being given to the hospital as a memorial to Mrs. John Wood Stewart, founder of the National Plant, Flower and Fruit Guild.

The Development of School Gardening in Boston

(Continued from page 709)

exhibition of the products of children's gardens held at Horticultural Hall in September of each year. This exhibition is helpful as an opportunity for practice in selecting and arranging the best products. At the most recent of these miniature fairs, 800 Boston children showed their flowers and vegetables, and won seventy per cent of the prizes with a total value of $290.00. Through the Massachusetts Horticultural Society, Miss Marian Roby Case, owner of Hillcrest Gardens, Weston, offers bronze medals to the school and home gar-

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deners who do distinguished work, and several of our Boston children qualify for these awards each summer.

Values of the Program

The garden project has resulted in definite gains in the physical, moral and mental well-being of thousands of Boston children. They have found profitable occupation of their spare time, and will continue to occupy their leisure throughout life in a healthy hobby. They have proudly borne to their homes products grown by their hands and, in some sections, those fresh vegetables have meant a great saving and a help to their mothers. Moral training has come to them in the well-learned lesson that application to work determines the degree of success, whether it be gained in harvesting crops or in any productive enterprise.

Our boys and girls have gained a better community spirit — a pride and appreciation of the beauty of living things. From these children we need not fear vandalism in our parks or our roadsides. They know the beauty that is about them and they will help to conserve it. And during the process of their introduction to the world of Nature which they, as city youngsters, might

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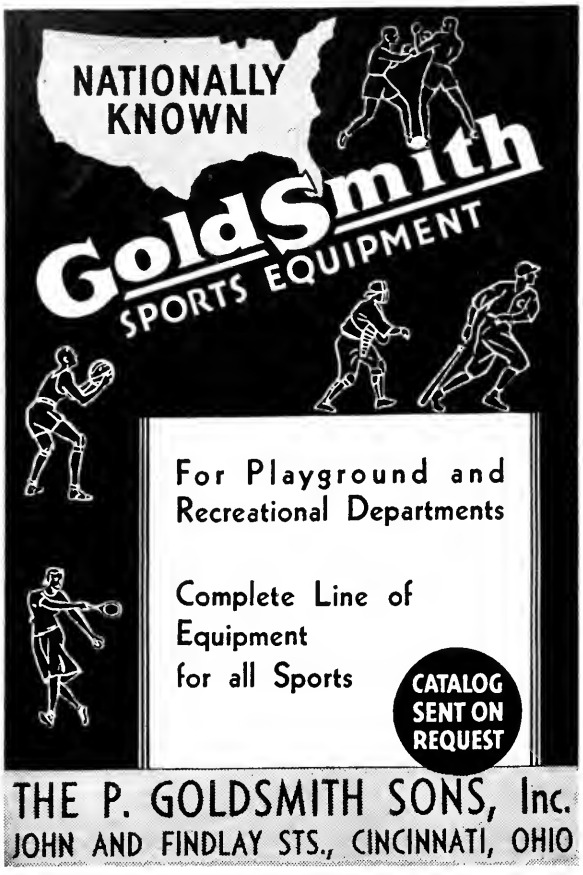
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never have understood or fully appreciated, they have had the joy of work, play and study in the open air, safely off the streets where danger always lurks for children.

As the result of early experience in school gardening many of our Boston children have been inspired to follow agricultural vocations. That we have, through this program, opened the road to new opportunity in agriculture for our boys and girls, is one of the proudest boasts of the Boston Public Schools.

Six of our former garden boys received upon our city plots the impetus that sent them onward until they now hold the coveted degrees of Doctor of Philosophy from Harvard University and are recognized leaders in agricultural science. Thirty graduates went on from Jamaica Plain High School course for further agricultural study at the Massachusetts State College in Amherst; fifteen graduates continued their education at the Stockbridge School, and many of the graduates of this course, inspired to pursue agricultural vocations by early acquaintance with school gardening, are today active in productive agriculture and related occupations, such as the distribution and processing of farm products.

Children's Gardens as a Community Project

(Continued from page 710)

ern Westchester. These trails, arranged by the Bedford Garden Club, are an excellent example of what can be done with waste land as an educational project. Trees, shrubbery and wild flowers have been carefully marked so that one may learn about a hundred various species. A trained naturalist conducted the party to a beaver dam on the reservation, which is only forty miles from New York City. They climbed through caves, studied trees and wild flowers, cooked their lunch over open fires, and were thrilled with bird calls with which the naturalist entertained them.

In November, the group visited the local garden of Dr. and Mrs. A. C. Langmuir. This garden has been developed out of an old quarry by using natural caves and interesting rock formation and overlooks the Hudson River. Other club activities were the planting of dish gardens, after a demonstration by an experienced gardener, the starting of bulbs for Christmas gifts, and the decoration of the high school auditorium for a Christmas program. These activities were carried on in regular club meetings.

We are confident that the first eight months of club activity have been successful; the children are still interested and are already talking about their gardening plans for next summer. What has made it successful when previous attempts failed? We believe there are four reasons:

1. The program has been planned to provide activity for every month in the year. It is not enough to have ordinary club meetings. They must be supplemented with excursions and visits to interesting gardens, nature trails and other places.

2. There is more interest among children in the age range from eleven to fourteen years. Younger children are usually too immature to keep up continued interest. Older boys and girls who have not had the background think they are too grown-up.

3. It is unsatisfactory to have more than one club leader.

4. Finally, the most important recommendation is to develop a junior garden club as a community project. In our community the school has the children and the time for extra-curricular activity under leadership; the garden clubs have experienced adult members who are willing to give advice and suggestions as well as provide the chil-

dren with plants and seeds; the Recreation Division fills the gap during the summer months by providing a program for club members. A close relationship exists during the entire year between the school and the Recreation Division which makes this cooperation possible.

The Garden Center Institute of Buffalo

(Continued from page 717)

chemical stimulants in plant propagation, and Harry R. O'Brien, loved as the "Plain Dirt Gardener" of *Better Homes and Gardens.* Among the speakers appealing to nature students and conservationists were Dr. Arthur A. Allen, author of *American Bird Biographies,* and Roger Tory Peterson, author of *A Field Guide to the Birds.* Garden club members attended meetings at which guest speakers were Ellen Eddy Shaw, Curator of Junior Education at the Brooklyn Botanic Garden, Mrs. William Crocker, President of the Federated Garden Clubs of New York State, Dorothy Biddle, editor of *Garden Digest,* and Mrs. Constance Spry, English authority on flower arrangement.

For this lecture program the garden center cooperated on certain occasions with other local organizations. Among the co-sponsors were teachers associations, garden clubs, farm and home bureaus, nature societies and local women's clubs. Other agencies contributing toward the support of the work by aiding in the maintenance of the center's office are the Parks Department of the City of Buffalo, the Adult Education Department and the National Youth Administration.

Work with Children

Another phase of the garden center's activity is with children. We have long wanted to work with juniors in the field of gardening, but until last spring this hope could not be realized. At that time, however, a junior gardening class was formed under the supervision of a local garden club member. Once each week the group met at the center to plant flower and vegetable seeds, study their culture and learn their characteristics while they drew paper plans for the design of garden plots at home. In early summer the annual *Buffalo Evening News* flower show provided classes in which the children exhibited their products. Throughout the summer the junior class met at the home of the instructor to study flower arrangement and to work out-of-doors. To

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quote the instructor, "when the children worked, a party followed—but, no work, and there was no party." In the fall again the class met at the center to study fall and winter gardening operations, but through the winter it met only once for a class in making Christmas decorations. Soon the regular spring classes will be resumed with planting of seed flats.

School Gardens in a Small Community

(Continued from page 718)

to plan and plant whatever they wish. The instructor shall assign boys and girls to the proper group depending on ability, experience, age and quality of work done during the last year.

10. After planting is completed, gardeners are to meet twice a week to work on their gardens under the supervision of the instructor. Class days and and hours will be announced later.

11. Independent School District No. 9 will—
    a. plow and fertilize the garden soil;
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d. award small gardening certificates upon the completion of two years of satisfactory garden work and large certificates upon the completion of three years of satisfactory garden work.

Some Additional Facts

For the sake of uniformity and general appearance, all plots of the same size are planted alike. Gardening plants and seeds are selected by the instructor of agriculture, and the plants are grown by students enrolled in the agriculture department.

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Write for Table of Contents.

PORTER SARGENT

11 BEACON STREET BOSTON, MASS.

During the school term gardeners work in their gardens twice a week after school hours at regularly assigned periods. They are divided into small groups of about thirty. Instructions for this work are given each day, and upon completion the garden is checked by the instructor. The pupils furnish their own tools.

Demonstrations and talks on planting, thinning, hoeing, insect control, and the selection and preparation of vegetables for exhibition are given from time to time. The gardens are used for these demonstrations.

Many boys and girls have continued their project for six or seven years, until they are sixteen or seventeen years of age and are juniors and seniors in school. Many of them take full charge of the family home garden. Three boys have recently won county and state championships on their 4-H Club garden project, largely as a result of the knowledge and experience gained in their school garden projects.

We are proud of our school gardens and feel that through them and through the efforts of individual pupils a distinct contribution is being made to the reduction of the cost of living for individual families. In general a variety of foods is made available which might not otherwise be possible.

The success we have achieved is due in large part to the planning, organizing and supervising done by Everett R. Johnson, who for many years has been in charge of our school gardens.

The School Garden Association of America

(Continued from page 719)

people the annual meeting of the School Garden Association of America is held jointly with the Science Department of the National Education Association. The next annual meeting will be held in New York City, June 27th to June 30th, 1938.

For its members the Association publishes a Quarterly Bulletin. Supplies to assist in the operation of nature garden clubs are furnished upon application for club membership.

Where They Garden for Fun!

(Continued from page 723)

The Playground Athletic League in Baltimore has recently added gardens for children to its recreational program. This activity had previously

been conducted for fourteen years by the Public School system. Four gardens are located in parks, three in yards adjoining schools and two near branch libraries. All of the gardens include vegetables and flowers, but each was designed differently. Beside cultivating their gardens, the children found much pleasure in modelling in clay and paper, arranging flowers in bouquets, making bird baths and sun dials, and in gathering nature collections and materials for garden scrap books.

On the map of the United States one might circle in red the names of other communities where playgrounds are bordered with flowers and boys and girls are learning to appreciate the natural world about them through the efforts of the local recreation departments. Lynchburg, Virginia, is using all the land available for this activity and the San Francisco department employs a special supervisor of children's gardens. In Chattanooga, Tennessee, and Beaumont, Texas, the recreation departments cooperate with the garden clubs, while in Oak Park, Illinois, the Recreation Department provides a place for the junior garden clubs to meet. All the playgrounds in this community are landscaped and the director of the department reports that the play habits of the children seem to have become more orderly and disciplined since the planting was done.

Since 1925, groups of children in San Antonio, Texas, have been interested in having small plots of their own on the different playgrounds. Besides the favorable climate in that city, the Recreation Department has space with good soil to expand this activity. At the present time gardening is limited to flowers, and special mention is made of a very successful old-fashioned garden on one playground. On a series of Saturday morning hikes another group of youngsters gathered specimens of native cacti for their playground garden. Probably no garden project was ever completed more quickly than one undertaken in San Antonio by a group of Mexican boys and girls. The children brought sweet potatoes and glass jars prepared to grow vines for indoor decoration. The director told a story about the potato and the food stored in it as she described the procedure, but the next morning she found that all the sweet potatoes were gone except one and that had a large bite taken out of it! Investigation revealed that the children had eaten the project and solved the problem!

Boys and girls who have known the joy of a garden are privileged indeed, for this experience with its valuable lessons is afforded relatively few children nowadays. Recreation departments, however, are beginning to realize that through their own efforts or by cooperating with other agencies in the community they have in gardening another valuable summer-time activity for their boys and girls.

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The Fordson Horticultural Gardens

(Continued from page 728)

divided between field work and class work. The classroom is built similar to a biological laboratory. It is equipped with ample bulletin board space, side tables, microscopes, books and other library materials. Here the real business of gardening is laid before the student at the time when he needs that instruction most. Insects, flowers, fruits, culture of plants, harvesting of crops and their use as food are studied.

The setting for this open air education is ideal. It is rural. In the gardens it is hard to believe that one can live in a city and have the joy of gaining an education in such a rural atmosphere.

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Our demands for gardening education have grown gradually. This work has not been forced upon the students. The virtues of the program have been permitted to produce the demand. When out-of-door gardening begins in 1938 four hundred and seventy individual plots will be planted.

Gardens—Here, There and Everywhere

(Continued from page 730)

the gardens under the school department. "The School Achievement Award" is presented to schools that enroll a certain proportion of their students in school gardening projects.

The National Council of State Garden Clubs through its various committees cooperates with many other national organizations and governmental departments whose material is available to Junior Clubs counselors. The Audubon Society, Forestry Association, Wildflower Preservation Society as well as the U. S. Biological Survey and Federal Department of Agriculture and State Departments of Conservation are included, and also Horticultural Societies and Nature Study Clubs. Parent-Teacher groups and youth service organizations have worked with garden clubs, and garden magazines and newspapers with garden pages have helped arouse interest. Bulletins from the Junior Garden Clubs of America, which is a department of "Better Homes and Gardens" magazine, have been extensively used by local clubs throughout the country.

The Junior Garden Club movement represents a general awakening to the values—both educational and recreational—that children derive from contact with the natural world of growing things. When the public demands that this be an experience for all children instead of for a few, a way will be found to provide it. The National Council of State Garden Clubs is performing a great service to youth and to the country.

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Industry and Little Gardens

(Continued from page 732)

stresses the aesthetic value of the experience as well as the utilitarian.

The New River Company located in Mt. Hope, West Virginia, has encouraged home gardens and awarded prizes to employees for the best yards in the community. The general office is ready to advise employees regarding species of flowers, shrubs or vegetables to plant, and during each season holds demonstrations of approved methods of insect and disease control. Equipment and standard insecticides are kept in the Company's stores and sold at reasonable prices.

In 1936 the Pennsylvania Railroad Garden Club was organized among the employees of the company to promote interest in the growing of flowers. Although the railroad management approves the club's activities, it is entirely an employees organization with 1300 members scattered throughout the country.

Two flower shows have been held in the new 30th Street Station in Philadelphia that have attracted widespread attention. Exhibits were sent from Canada, Texas and California. Another show is being planned for September 23rd and 24th, 1938.

SAFETY FOR Supervised Playgrounds

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New Publications in the Leisure Time Field

Costuming the Biblical Play

By Lucy Barton. Walter H. Baker Company, Boston. $1.35 postpaid.

WE ARE GREATLY indebted to Miss Barton, author of *Historic Costume for the Stage,* for another book on costumes. This time it is the director of Biblical drama who will profit by Miss Barton's simple and clear decriptions and by the drawings by David Sarvis. Together author and illustrator give sufficient information to enable the amateur to create costumes which will be authentic without being expensive. Of very great value to the director with a limited budget is the section entitled "Materials" in which Miss Barton suggests how inexpensive materials may be used effectively. Her suggestions for dyeing will also be exceedingly useful to the group whose funds are limited. A particularly practical and unique feature of the book is a table of materials and their uses in costuming. This should be invaluable to the costumer.

A Manual for the Nature Counselor

Compiled by John M. Roth. Federation of Social Agencies, 519 Smithfield Street, Pittsburgh, Pennsylvania. $.50.

WHILE THIS 70 page compilation of nature material is directed to the camp counselor, it is equally valuable for recreation workers, for the aims and objectives are applicable and virtually all of the projects may be carried out on or from a playground or institution. Much of the material is in outline form and hence rather sketchy, but with the outlines and descriptions given, and by making use of the references included, the camp counselor or recreation worker can plan and carry out an interesting, all-around nature program. The objectives and philosophy behind a nature program, motivation and correlation with other activities are included, with fairly detailed discussion of nature museums, nature trails, making of aquaria and terraria and a list of projects possible in each field of nature with references and sources emphasizing inexpensive publications and materials. There are suggestions for nature hikes, capture and care of wild animals and references for nature stories, poems, talks, discussions and devotional services.

Popular Sports Their Origin and Development

By Frank D. Collins. Rand McNally and Co., Chicago. $.10.

THE STORIES, past and present, of over fifty popular sports and games are depicted here, a sport to a page, with numerous sketches much in the style of the "Believe It or Not" and the "Strange As It Seems" features in the newspapers. It is an excellent collection bound in stiff covers and provides the recreation leader with dramatic, anecdotal and historical material with which to enrich his game program and to create interest in new activities. Boxing, Billiards, Football, Tennis, Field and Track, Backgammon, Chess, Bowling and Basketball are but a few of the sports and games included.

Camping and Guidance

By Ernest G. Osborne. Association Press, 347 Madison Avenue, New York. $2.00.

THE DISTINCTIVE contribution of this book to the theory of education in the summer camp is the insistence on an understanding of the individual by camp leaders and the adaptation of program resources and leadership to his needs. The author, a member of the Child Development Institute of Teachers College, Columbia University, presents simply and concretely the potentialities of the soundly organized camp, stressing continually the importance of developing the whole personality of the child.

The Conduct of Physical Education Its Organization and Administration for Girls and Women

By Mabel Lee. A. S. Barnes and Company, New York. $3.00.

IT IS THE AUTHOR'S earnest hope that "this book will inspire a sound philosophy of the fundamentals of organizing and administering physical education according to the highest professional standards and ideals." The book in itself is a justification of its author's hope, for in this comprehensive and carefully worked out volume organizers and administrators of programs and physical education directors of girls and women and recreation workers as well, will find information which will help them in making their programs not only sound in theory and practice, but rich in content. Miss Lee has incorporated a wealth of material on appraisal of activities, program problems, facilities and equipment, health and safety programs, cost information, and helpful data on administrative procedures. And throughout is the insistence on standards and ideals which is fundamental to a sound program.

10 One-Act Plays

Selected and Edited by Fred Eastman. Willett, Clark & Co., Chicago. $2.00.

IN THIS BOOK Mr. Eastman is concerned with providing plays that may develop strength and beauty in the inner life. Finding an increasing demand for plays of this type Mr. Eastman has read hundreds of plays from which he has selected ten, while within the capacity of amateur groups, do have important and gripping conflicts, worth while to the player and capable of sending the audience away in exhaltation of spirit. The plays are:

Pawns by Percival Wilde; Prize Money by Louis Wilson; Monsignor's Hour by Emmet Lavery; The Great Choice by Fred Eastman; He Came Seeing by Mary P. Hamlin; Tidings of Joy by Elizabeth McFadden; The Tail of the Dragon by Elliott Field; The Lord's Prayer by Francois Coppee; Twentieth Century Lullaby by Cedric Mount; Peace I Give Unto You by Dorothy Clarke Wilson.

Games for Two.

By Gloria Goddard and Clement Wood. Hillman-Curl, Inc., New York. $1.45.

The alternative title of this book, "How to Keep the Reno Wolf Away from Your Door," suggests the tone of the volume. The book is divided into four sections—Card Games; Other Games; Games of Culture, and Games for Partners. The emphasis throughout is on card games. Directions are presented in a clear, concise manner, and throughout the volume there are excellent photographs and diagrams. Individuals and groups planning for parties which are somewhat sophisticated will find the suggestions helpful.

Shellcraft.

By Ruth Lippincott Walworth. Geddes Press, Fort Myers, Florida. $.60.

Have you ever thought of the ornamental and utilitarian articles which can be made from shells? In this booklet the author describes fifty-three articles which she has created. These include birds, mammals, reptiles and amphibians, novelties, tallies and place cards. And, in addition, there is interesting information about the shells used in making them, introducing their scientific names. Fifty-three illustrations accompany the text.

Parkways and Land Values.

John Nolen and Henry V. Hubbard. Harvard University Press, 1937. $1.50.

This is a very careful and considered study and analysis of the functions of parkways, methods of financing them and their effect on property values. Detailed study was confined to a few specific examples, the parkways of Boston and the Boston Metropolitan District, Kansas City and Westchester County (New York) being those chosen. These were selected as Boston has a metropolitan (regional) system of parkways, Kansas City a municipal system, and Westchester a county system. Boston and Kansas City have old systems offering opportunity to study results after a long period of years, whereas the Westchester system is recent and embodies modern ideas of planning for traffic and recreation purposes. The analysis of these parkways covers general background, administrative organization, design, regulation of use, cost, methods of acquisition, financing, assessement, and economic effects on property. The discussion on the various factors that enter into an appraisal of increase in land values which can be attributed to parkways is of particular importance.

The Circus Is in Town.

The Crowell Publishing Company, New York. $.15.

New suggestions for amateur circuses are always in demand! "If you want to have a party that's 'as much fun as a circus'—have a circus!" says the introduction to this attractive booklet. "Whether you are planning a purely social time or combining profit with pleasure, the amateur circus will prove popular." There are ideas galore in this sixteen page booklet.

Stories Behind the World's Great Music.

By Sigmund Spaeth. Whittlesey House, McGraw-Hill Company, Inc., New York. $2.50.

Through this book we catch a penetrating and intimate glimpse of nearly twenty musical geniuses whose names are known in every household. We meet such figures as Bach, Mozart, Schubert, Mendelssohn, Verdi and Wagner—to mention only a few. Episodes, anecdotes and happenings, public and private, in the lives of these musicians are so dramatically portrayed that in brief space we glimpse the individual personality traits and most significant events in the life of each and discover the story behind the composition of many a well-known piece of music. In addition there is a chapter on the history of music and several on the stories behind famous songs—songs of the British Isles, Germany, France, Italy and America. Music groups will find this book valuable for its succinctness, dramatic contrast and readability, and yet anyone who picks it up will have difficulty in putting it down before the end, whatever his musical background.

Magic Ring.

Edited by Ruth A. Brown. The Seven Seas Press, 1124 Detroit Bank Building, Detroit, Michigan. $2.75.

Magic Ring is a collection of poems hundreds of girls have loved. Before it became a book of poems it was a poetry game played by the girls around their camp fires and along their mountain trails. The 350 selections which the book contains have been chosen with rare good taste from the world's best poetry, and there is also a section containing a group of poems written by the girls themselves.

All who love beauty will appreciate this delightful collection which will do much to enrich the program of camp assemblies and evening camp fires of Girl Scouts, Boy Scouts, Camp Fire Girls and similar groups.

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